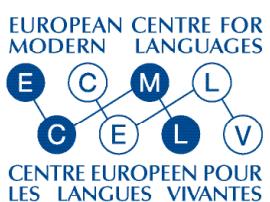# European portfolio for pre-primary educators

The plurilingual and intercultural dimension

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PePeLiNo

EUROPEAN CENTRE FOR MODERN LANGUAGES
E C M L
C E L V
CENTRE EUROPEEN POUR LES LANGUES VIVANTES

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

PROMOTING EXCELLENCE IN LANGUAGE EDUCATION

The European Centre for Modern Languages (ECML) is a Council of Europe institution to which thirty-three countries currently subscribe.

The ECML assists its member states in addressing challenges within their national education systems by:

- promoting innovative approaches to language education;
- advancing the quality of learning and teaching languages;
- supporting the implementation of language education policies;
- fostering dialogue between language education practitioners and decision makers

Within the framework of its 4-year programmes, the Centre works together with ministries, language experts, national institutions and international language organisations. Through its programmes, the ECML provides a platform for gathering and disseminating information, stimulating discussion and professional learning multipliers in matters related to language education. It also maintains Europe-wide networks for teachers, teacher educators, researchers and educational administrators.

The work of the Centre focuses primarily on priority areas in member states such as migration and language education, plurilingual education, mobility and intercultural learning, new media in language education, evaluation and assessment, early language learning, content and language integrated learning, employment and languages. Teacher education is at the core of its work.

ECML activities are complementary to those of the Council of Europe's Language Policy Unit, responsible for the development of policies and planning tools in the field of language education and the Secretariat of the European Charter for Regional or Minority Languages.

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The present series of publications results from the ECML's 2012-2015 programme, entitled *Learning through languages - Promoting inclusive, plurilingual and intercultural education.* Against the current backdrop of major international political tension and mass migration, they offer timely and much-needed advice, guidance and examples of good practice of inclusive, plurilingual and intercultural approaches to education. The work of the ECML represents a collective effort and determination to enhance the quality in language education at challenging times.

The publications illustrate the dedication and active involvement of all those who participated in a series of 21 international projects and professional learning and consultancy activities. The promotion of the programme outputs and their adaptation to different learning environments is supported through National Contact Points in each of the member states of the Centre: **www.ecml.at/contactpoints**.

All ECML publications and accompanying materials are available for download: **www.ecml.at**.

European portfolio for pre-primary educators

The plurilingual and intercultural dimension

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European Centre for Modern Languages of the Council of Europe

Introduction

Dear user,

Working with very young children to help them develop their capacity for expressing themselves and understanding and interacting with others is an exciting task. It is also a huge responsibility. Acquiring the skills needed to become a pre-primary educator is a challenging and lengthy process requiring systematic reflection on your values, perceptions, experience and practices, both individually and in a collaborative framework.

PEPELINO is designed to help you engage in this self-analysis. In it you will find information about the knowledge, skills and attitudes that enable the pre-primary educator to foster children's linguistic and cultural development as an integral part of the educational process in a multicultural society.

PEPELINO can support you throughout your initial and in-service professional learning.

Why use this portfolio?

PEPELINO can help you to:

- engage in an inner dialogue and manage your own professional development;

- promote exchanges, whether with other students, your colleagues or teacher educators, or in the framework of action research projects;

- reflect in depth upon professional competences in relation to languages and cultures;

- conduct a self-assessment and set yourself progress targets for the acquisition of these competences.

What will I find in PEPELINO?

PEPELINO is divided into eight parts:

- a brief presentation of the role of languages within Council of Europe's policies;

- an explanation of a few key ideas to help you understand the structure and role of PEPELINO;

- a "personal statement" section inviting you, as you embark on your professional learning, to give thought to your expectations of the professional learning in this area;

- a language biography in which you can engage in a personal process of reflection on your language experiences and your perceptions of linguistic and cultural diversity;

- a personal analysis of your professional competences, which will encourage you to engage regularly in reflection on your professional development;

- a section in which to take stock of the foreign languages that you know and use;

- a dossier in which to document your progress and set out your thoughts about your teaching practices;

- a recapitulative list of the competence descriptors that PEPELINO proposes for the purpose of analysing your own professional competences.

On the website **www.ecml.at/pepelino** you will find additional tools: ideas for self-assessment and for reflection, frequently asked questions, a glossary and references.
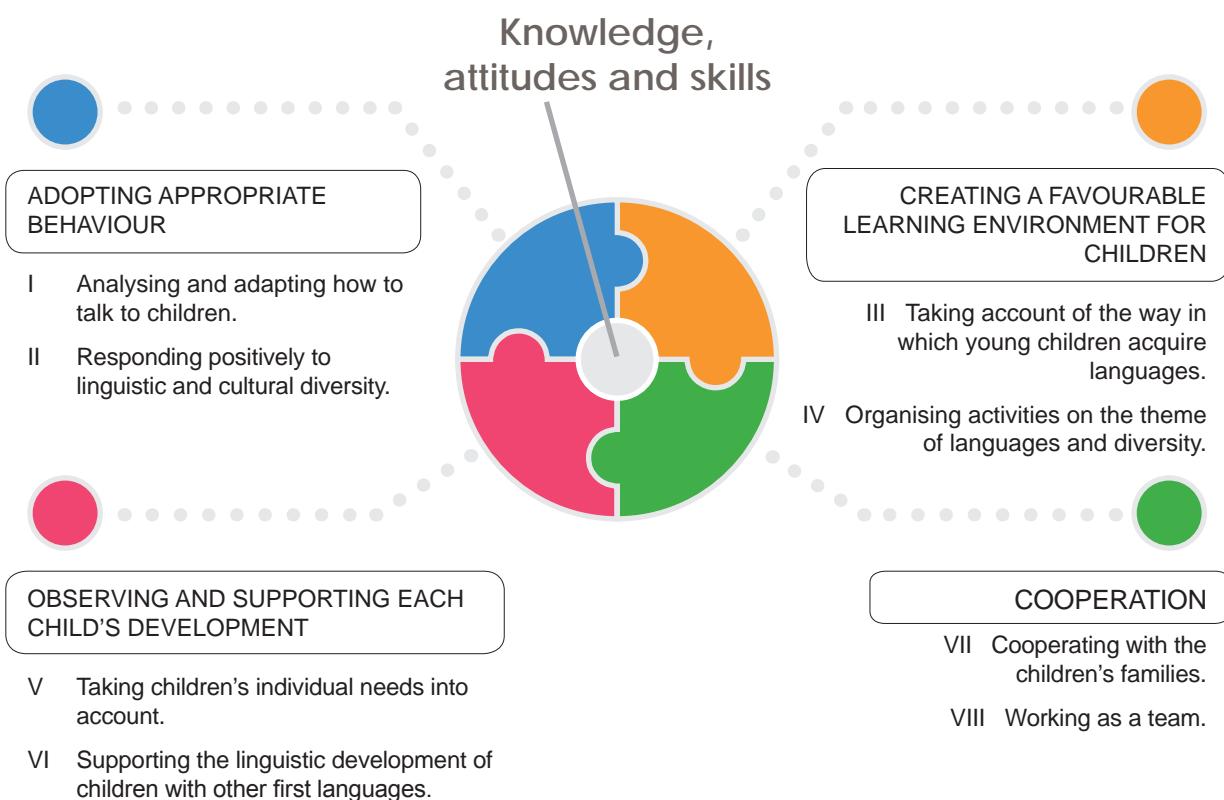
Which professional competences does PEPELINO cover?

Your current or future work with children in this age group can take very different forms and have various objectives. It may involve linguistic development in the main language used within the institution and/or the acquisition of another language (bilingual immersion programme or language initiation sessions), or an education for linguistic and cultural diversity. These situations involving language acquisition or the development of openness to diversity vary widely, in terms both of how they are experienced by the child and of their technical implementation by the educator. But above and beyond the obvious differences between them, all the situations mentioned here have one thing in common: the contribution they make to gradually building up children's

plurilingual competences and providing an intercultural education. All these teaching situations require the same professional competences: it is the way these are implemented in practice that may differ according to the context.

Furthermore, you may find yourself in charge of groups of children that comprise pupils who speak a different first language and live in a different cultural context from the majority of the group's members. These children's linguistic development requires the same professional competences on the part of the educator, but the particular nature of their situation must also be taken into account. Moreover, these children and their families constitute a specific resource that can be harnessed for the benefit of everyone concerned.

PEPELINO breaks down the professional skills associated with children's linguistic and cultural development into four domains

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

and eight fields of competence, with each domain being divided into two fields of competence.

Each of these competences involves a combination of appropriate knowledge, skills and attitudes.

What role does individual reflection play in PEPELINO?

The reflection process helps you to realise your strengths and weaknesses in the performance of your tasks as an educator and to develop your own professional identity. Regular use of this portfolio should enable you to reflect upon your professional development, which is necessarily based on a range of different resources: your professional learning, workshop discussions, personal experience, exchanges with colleagues and many other activities in which you may be involved during your teaching career.

PEPELINO invites you to embark on this journey of reflection at your own pace and convenience. It enables you to chart that process and to self-assess your competences.

You can use PEPELINO at all stages of your professional life: indeed, the development of professional competences is an ongoing process that continues throughout your teaching career.

Self-assessment is integral to the reflection process. PEPELINO invites you to assess your own competences, in particular through its website (**www.ecml.at/pepelino**).

On the same site you will find a glossary explaining some of the terms used in the portfolio.

ENJOY THE JOURNEY!

The name PEPELINO is derived from the French acronym for the publication.

P ORTFOLIO

E UROPEEN

P RE **E** LEMENTAIRE

L ANGUES

IN TERCULTUREL

O
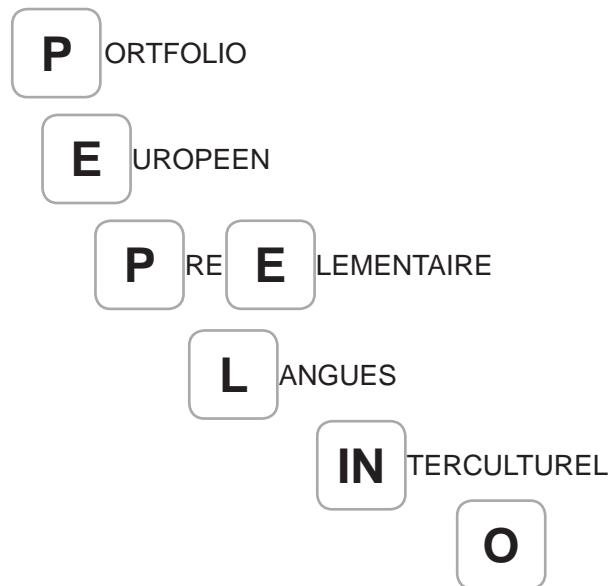
The Council of Europe and languages

The Council of Europe, based in Strasbourg, is an intergovernmental organisation founded in 1949. It currently has 47 member states that are signatories to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law.

Two of its bodies deal with language issues: the Language Policy Unit based in Strasbourg (www.coe.int/lang) and the European Centre for Modern Languages in Graz (www.ecml.at).

Indeed, for several decades now the Council of Europe has been studying the role that languages can play in making democratic citizenship accessible to all, ensuring social cohesion and combating failure at school. In many cases these efforts link up with the European Commission's work in the same area. The Council of Europe's proposals on the recognition and development of each individual's plurilingual competences, for example, constitute a major contribution towards achieving the Commission's goal of every European citizen "mastering" at least two languages in addition to his or her first language. The obvious contribution that PEPELINO can make to ensuring that professional learning takes on board the European Commission's work on providing a quality framework for early childhood education and care is another illustration of the convergence between the two.

The Council of Europe's work in the modern languages area is based on a number of fundamental principles. All languages and cultures are equal in dignity. Each person has an individual repertoire of knowledge and skills in a variable number of languages (and language varieties) and cultures; those skills, which may be associated with different levels of proficiency, are mutually complementary; they constitute as many individual resources that together form one and the same plurilingual competence. Finally it is necessary to help each individual develop the intercultural competence that will enable him or her to interact in a responsible – i.e. critically aware and empathetic – manner with all forms of otherness.

In the light of these fundamental principles, all pedagogical action, to be effective, must recognise and incorporate that plurality. Education and teaching must help learners exploit all their language and cultural resources to the full so that they may develop their own plurilingual competence and gradually learn to consider and respect all languages and cultures in their plurality.

The languages we are concerned with here are the languages of socialisation or schooling most frequently used for the acquisition of knowledge and for language interaction in places of education, together with their internal variations (regionalisms, dialects, etc.), the languages of origin of learners from immigrant backgrounds, minority and regional languages and foreign languages. These different languages may require specific approaches, but the ideas and practices that the Council of Europe proposes for each of them are all based on the same values.

The most important documents for becoming familiar with the approaches developed by the Council of Europe are:

- Guide for the development and implementation of curricula for plurilingual and intercultural education (http://www.coe.int/t/dg4/linguistic/Guide_curricula_EN.asp)

- Framework of reference for pluralistic approaches to languages and cultures (http://carap.ecml.at)

- Autobiography of intercultural encounters (http://www.coe.int/t/ dg4/ autobiography/default_en.asp)

Numerous professional learning tools and documents, some of them directly related to pre-primary teaching, are also generally available in the framework of other projects of the European Centre for Modern Languages in Graz.

By way of example:

- Maledive: taking account of the linguistic and cultural diversity within groups of children for the acquisition of the language of schooling (http://maledive.ecml.at)

- Parents: strengthening parents' involvement in children's plurilingual and intercultural education (http://parents.ecml.at).

- EPLC: interdisciplinary approach to the learning of foreign languages by children in the 6 to 11 age group (http://eplc.ecml.at).

A few key ideas concerning PEPELINO

PEPELINO's structure and content are based on:

- a holistic approach to the young child's linguistic development;

- the need to take account of the specific requirements of some children, in particular those with other first languages than that/those used primarily with the group;

- the principle of common professional competences for all situations involving working with one or more languages;

- use of the term "competence" in the sense in which it is used for all Council of Europe activities;

- recognition of the role of personal reflection, in particular with the aid of a portfolio, in developing professional competences.

Children's linguistic development stems from the totality of their experience, knowledge and competences. Every child has experience in the use and acquisition of one or more languages and a range of different language skills built up through interaction with others. Each child has the linguistic and cultural resources needed to communicate, to satisfy the desire to discover and learn and to develop his/her competences further.

Children who have a different first language from most of their classmates have special resources which they can learn to draw on.

But their specific linguistic situation needs to be taken into account when considering their level of linguistic development and when thinking about ways in which to manage the group. For these reasons, some of the fields of competence listed in PEPELINO are devoted fully or in part to consideration of these children's specific needs. Other descriptors underline how the presence of such children can contribute to educating the group as a whole about the value of linguistic and cultural diversity.

No distinction is made in PEPELINO's structure between the different language-related working situations that you are being prepared for. You may be responsible for helping children develop skills in the main language of socialisation used in your institution. You may need to conduct activities with children in another language (bilingual education). You may be in charge of specific actions aimed at developing children's awareness of a regional, minority or foreign language. In each of these three situations, of course, the types of utterance that you produce or expect the children to produce, the content of exchanges and the aims pursued will be very different.
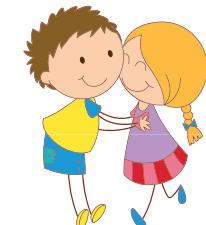
However, the guiding principles behind the different types of work and the way the children are approached are identical. The professional competences that PEPELINO focuses on are general in scope and applicable to all those situations. Your own progress towards mastering those competences should make it easier to implement approaches that are adapted to each situation.

The professional competences listed in PEPELINO are to be understood as referring to the ability to mobilise the different, complementary components that together will enable you to effectively meet the challenges arising in real-life situations:

- the knowledge that needs to be acquired;

- the attitudes that it is desirable to adopt; and

- the skills that are built up through your own experience and by observing other people's practices, as well as through exchanges and a personal process of reflection;

- No portfolio, including PEPELINO, can replace the professional learning that is available to you; rather it is a complementary tool for helping you assess where you stand with the gradual development of your competences, what goals you may set for yourself and what lessons you can learn from your experiences, observations and exchanges. The development of professional competences, according to the specific context and personal situation, will of course require you to engage in supervised professional learning, read, observe other people's practices and how your own methods are perceived by others, etc. That process of development will be fostered also, if not above all, by your personal commitment to a process of reflection on your tasks as an educator, as well as by exchanges with your colleagues, peers and teacher educators. PEPELINO offers a form of support adapted to that personal reflection process.

Personal statement

My name:

Title of teacher education institution:

Post-secondary qualifications:

Previous experience of working with young children or of professional learning in this area:

> The aim of this part is to help you define your expectations with regard to the professional learning you are about to undertake and to assess a number of issues that may be important at the start of your professional learning. You can come back to this part whenever you like.
>
> There will doubtless be many other questions that you may wish to think about by yourself or discuss with your fellow trainees or your colleagues.

Some questions about my professional learning:

A) At the start of my professional learning these are the questions about fostering children's language development to which I would like to find answers:

B) I would like to put the following questions about conducting language activities with young children to the other participants on this course:

C) I would also like to put the following questions on the language dimension of working with children to my teacher educators:

My expectations of the professional learning:

A) What do I expect from this professional learning?

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B) What I do I expect from the other participants on this course?

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C) What do I expect from my teacher educators?

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D) What, in my opinion, do my teacher educators expect of me?

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What I expect of my future profession

A) Which aspects of working with pre-primary children appeal to me most?

B) Which aspects of working with pre-primary children do I find the least interesting or the most daunting?

C) What professional qualities do I need to develop as a pre-primary educator?

D) What types of behaviour should I avoid as a pre-primary educator?

E) What goals do I wish to set for myself as a pre-primary educator?

If you have any previous experience of pre-primary education, you can sum up the most important things you consider you have learned about children's linguistic and intercultural development in the space below.

Language biography

The aim of the language biography is to encourage you to reflect upon your own experience of language and languages, those used both by yourself and by the people around you. You can make a subjective choice of situations and events that you have personally experienced, without necessarily presenting them in chronological order. The idea is to collect and describe these situations and to relate them to each other in the form of autobiographical accounts.

By recalling and recounting these situations and events, you will be able to link up the many impressions that languages have left on each layer of your memories. Those flashes of memory will thus regain a degree of coherence, enabling you to look critically at your personal relationship with language and languages and to better understand how they affect your behaviour and attitudes.

All learning takes place through language. It is essential for each educator to reflect upon his or her relationship with languages and to be aware of the many forms that plurilingualism can take. Foreign languages may of course be part of a person's individual repertoire. In addition to the diversity that exists among languages, there are also numerous and often very distinctive variations within one and the same language. By exploring the plurilingual dimension of your own repertoire, you are better able to adapt to the complexity and diversity of language situations in a professional context.

However, this general reflection on your individual repertoire should not lead you to ignore the specific characteristics that apply to the learning and use of foreign languages, and to the self-assessment of your proficiency in them. This is the subject of another section of PEPELINO.

By exploring your own experience of language and languages you can:

- record the different times, places and resources that led to the development and acquisition of your own language repertoire;

- identify your own emotional associations with the languages;

- perceive the cultural dimension of languages and understand the role played by language and languages in building a person's identity;

- challenge your own attitudes to languages and cultures;

- develop teaching behaviour that is conducive to plurilingualism.

First step: draw your language portrait!

The language portrait is a creative activity designed to stimulate a process of reflection about your emotional relationship with language and languages. This portrait provides an overview of your language resources. The different colours symbolise your emotional relationship with each element in this repertoire. Use the silhouette below to indicate the importance and functions that you attribute to your languages.

How do I draw this language portrait?

- Drawing and colouring in: choose the colours and what they symbolise for you. Draw your language resources on the figure below. You will need coloured pencils, a bit of time (20 to 30 minutes) and a little concentration. Before colouring the figure in, consider for a moment the following question: which languages and which language forms and registers are important in your life?

colour   language

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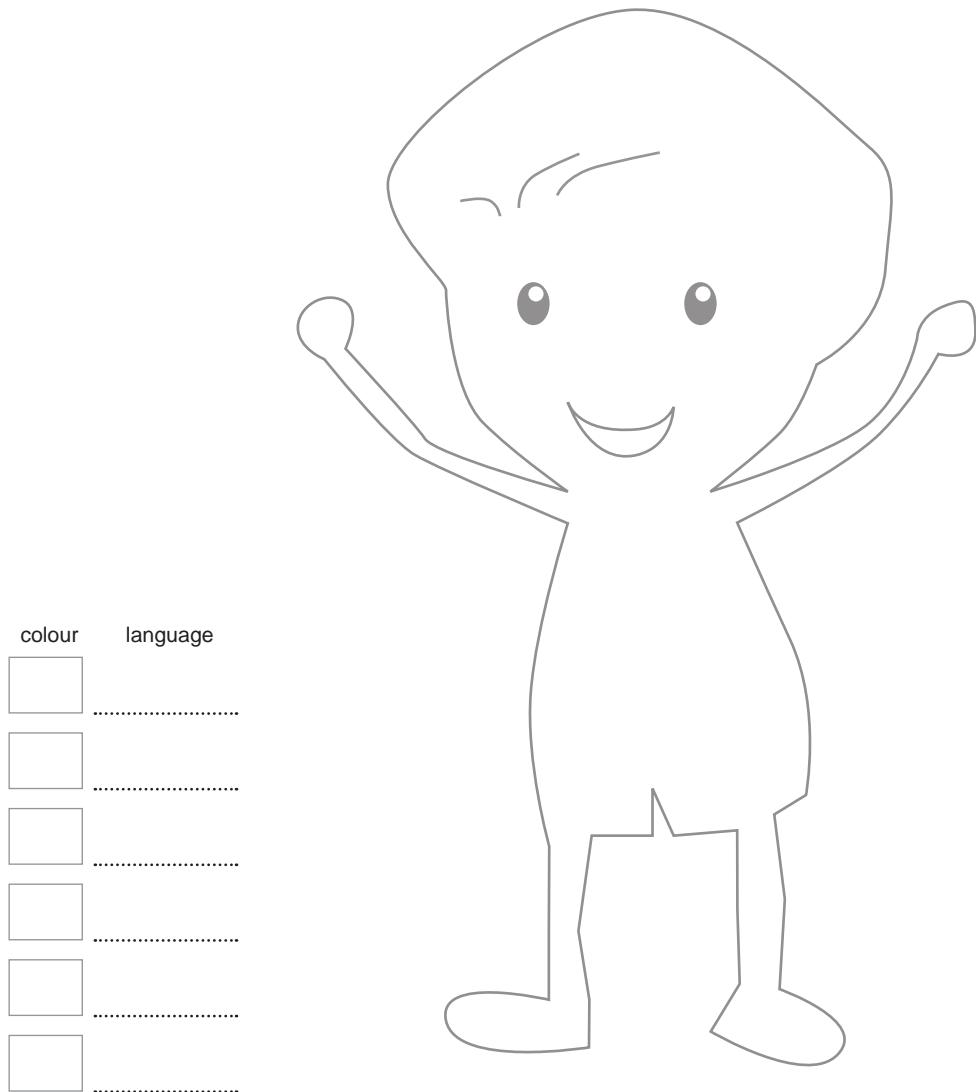
- Add a caption, describe and recount: explain the position of the different languages on the diagram.

- Comment on, question and analyse the portrait in writing.

- Discuss and exchange ideas with others to help deepen your understanding.

What questions can I ask?

Below are a few suggestions of themes relating to the three dimensions that can be attributed to languages and which have an influence on your biography. They can, if you wish, provide a framework for your reflection. This list is not exhaustive and does not follow any chronological order: any of these themes may be chosen, combined or elaborated upon in accordance with your particular concerns, personal objectives and learning path.

Emotional dimension

- What importance do you personally attach to your first and/or other language(s)?

- How do you perceive your relationship, in a social context, with the languages around you: a feeling of belonging, of exclusion, etc.?

- How do you analyse your personal judgments about the languages: cultural representations, the value they represent, prejudices, generalisations, etc.?

- ...

Cognitive dimension

- What is your personal experience of language learning and how did you acquire that language or those languages?

- What importance do you attach, in the light of your own experience of using and acquiring languages, to a metalinguistic approach, to learning strategies and to the interdependence between languages?

- How, in your opinion, are your personal language resources evolving?

- What do you think is the link between your language resources and the way in which your thought processes are structured?

- To what extent do languages influence your knowledge of the world around you?

- How do you see your role as a language model for young children and how do you envisage the use of languages in an educational and professional context?

- ...

Communicative dimension

- How diverse is your own language repertoire (dialects, language and communication registers, variations and alternating modes of use, foreign languages, etc.)?

- How well do you manage interpersonal and intercultural communication (quality of interaction, experience of linguistic contacts, management of conflicts linked with the use of languages)?

- ...

Other dimensions?

- ...

How and when do I work on my language biography?

You can keep your written texts together in the form of a learning diary in a place of your choice, for example a notebook, exercise book, computer file or any other system.

These texts belong to you and it is up to you to decide which parts you wish to share or make public and which ones you wish to keep to yourself. They can be supplemented with anything that you find thought-provoking or illustrative of your ideas: drawings, photographs, notes, quotes, other texts or excerpts, recordings, interviews, etc.

You can resume this reflection on your language biography at any moment during your professional learning, whenever you feel the need or desire to do so, in a formal or informal setting. This part is linked to all the other parts of PEPELINO. You can revisit the same themes several times over in order to consider them in more depth.

A few recommendations:

You can:

- link this work on the language biography with a more general process of reflection on the development of your professional competences and teaching practices;

- incorporate your language biography into the reflection process you are conducting on the basis of the descriptors and personal questions proposed by PEPELINO;

- reflect in greater depth upon your language biography on the basis of your reading;

- take account of the outcomes of the work you have done on your language biography in your self-assessment of your professional competences;

- compare your language biography with those of other people;

- discuss with your peers, colleagues or teacher educators selected passages from your learning diary;

- think about ways of transposing this into practice: how should young children's language biographies be taken into account and for what reasons?

Reflection on professional competences

This part of PEPELINO lists professional competences that together create the conditions for pedagogical action conducive to an education in language, languages and cultures for every child at pre-primary level.

For each of the eight fields of competence you will find:

- a list of some of the aspects of an educator's action or attitude that can foster young children's linguistic and cultural development;
- five descriptors explaining how the relevant professional competences can be applied in practice.

How do I start a process of reflection using PEPELINO?

Each descriptor is followed by three questions. You are not expected to find answers to all of these questions. Their main purpose is to help you focus your thinking on various aspects relating to the implementation of that descriptor, and in that way to engage in an inner dialogue or in a discussion with your peers, colleagues or teacher educators.

You can choose a descriptor that you find particularly relevant or interesting at a given moment in time and start by expressing the ideas that immediately come to mind in response to the questions.

You can revisit these ideas at a later stage in the light of your further reading, observations, actions or any other experience in this area, in order to examine the subjects concerned from a different angle or in more depth.

Another option is to conduct your process of reflection on a descriptor by enlarging the list of questions attached to it to include ones that you find especially important or useful in your particular case.

This portfolio is your property: choose the option that best suits your personality, mode of learning and specific situation.

If you wish to put your thoughts, observations or experiences in writing, you can either write them in the appropriate box in the online version of PEPELINO ("My thoughts or observations"), or insert any written texts you may produce into the file after the page containing the relevant descriptor, remembering to indicate the date and the descriptor.

How do I assess my progress?
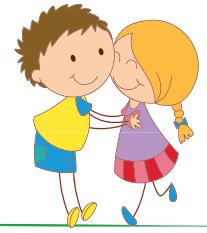
When you have chosen a descriptor and before you reflect upon it, letting yourself be guided by the questions, you can start by indicating the date of your first "reflective encounter" with that descriptor.

Then, as you begin your reflection on that descriptor, you may wish to summarise what you know about the subject, recount your previous experience and consider what the possible stages in the process of mastering that descriptor might be.

Some time later you may reread your notes and detect changes in your professional identity.

On the website you will find a tool enabling you to see the relative importance that you actually gave to each field of competence in your reflection process ("Tracing the reflection process"). **www.ecml.at/pepelino**

The order of presentation of the descriptors does not imply a linear progression. Moreover, PEPELINO's list of descriptors by no means claims to be exhaustive. This is why at the end of each field of competence there is a descriptor that is left open ("I can also …"). This is an invitation to analyse your personal command of this professional area and to think about other skills and strengths that you have acquired.

At some stage during the process of reflection on a descriptor you may feel like "taking a break" and self-assessing your progress. You may, if you wish, indicate how you assess yourself at that point in time by drawing a circle around one of the jigsaw pieces accompanying each descriptor:

I can do this fairly well.

I have made progress but I have more to learn.

I have thought about this and tried to obtain information but I still have questions about the practical implementation.

I'm not sure exactly how to do this. I need to learn.

I. Analysing and adapting how to talk to children

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II   Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III   Taking account of the way in which young children acquire languages.

IV   Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI   Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can tell whether the language I am using is well adapted to the abilities and needs of children in this age group.

2. I can react effectively when the children do not seem to understand everything I am saying to them.

3. I can make each child feel involved in the discussions.

4. I can encourage children to participate actively in discussions.

5. I can use the language(s) that I speak with the children for achieving specific objectives in terms of their linguistic development.

6. I can also …

Children need to be exposed to rich language and a variety of communicative situations. Firstly, however, utterances directed towards them must be adapted to each child's capacity for understanding, and effectively foster each child's progress. And secondly, this analysis of your own language behaviour must also take account of the amount of time that is left for the children to speak and interact.

The formal characteristics of the educator's utterances must correspond to **precise objectives in terms of the children's linguistic development.**

There may be multiple objectives:

- enriching the vocabulary or structures in the language(s) that the children have at their disposal;

- providing children with a medium in which to perform clearly identified communication tasks;

- showing that you attach value to what a child has said, to give the child confidence;

- making sure that a child or the group as a whole hears the corrected version of an utterance that contains mistakes or is awkwardly phrased;

- making children aware of the differences between oral and written language, for example by reformulating spontaneous oral statements in more elaborate and structured language ;

- etc.

Exposure of children to different languages or reference by the adult to other languages is a way of showing the children that plurilingualism and the experience of several different cultures are resources that everyone can take pride in and benefit from.

The educator may, in certain situations, alternate between the use of several languages where this corresponds to a precise objective.

By knowing his or her real proficiency in a language that is not a first language, the educator will be able to adapt how he or she uses it with the children.

1. I can tell whether the language I am using is adapted to the abilities and needs of children in this age group.

- Which aspects (language level and register, specific words, grammatical complexity etc.) should I personally pay particular attention to in the language or languages I use with the children?

- How can I check that the children really understand the things I am saying to them?

- Which non-verbal aids or simulations of situations can make it easier for all the children to understand?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can react effectively when the children do not seem to understand everything I am saying to them.

- Which possible signs that children have not understood should I particularly look out for?

- How can I enlist the help of certain children in order to make it easier for the group as a whole to understand?

- What techniques can I use to make what I am saying easier to understand without over-simplifying my vocabulary and syntax?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can make each child feel involved in the discussions.

- Why must I ensure that each child is regularly asked to contribute?

- What techniques can I use to keep the attention of all the children and make each one of them feel involved?

- On which occasions can I call upon a child individually during oral exchanges?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can encourage children to participate actively in discussions.

- What type of questions can encourage the children to really express themselves?

- Why is it useful for the children themselves to be able to initiate verbal exchanges with their classmates?

- How can I help the children to feel confident about speaking?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can use the language(s) that I speak with the children for achieving specific objectives in terms of their linguistic development.

- What must I be careful about when formulating what I am saying in order to help the children progress?

- What can I do to encourage the children to achieve the goals that I have set for their linguistic progress?

- How can I take account of the distinction between reception and production when conducting activities in a language other than the children's first language?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

II. Responding positively to linguistic and cultural diversity

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I Analysing and adapting how to talk to children.

II **Responding positively to linguistic and cultural diversity.**

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V Taking children's individual needs into account

VI Supporting the linguistic development of children with other first languages

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can convey to the children my interest in linguistic and cultural diversity.

2. I can respond positively when linguistic and cultural diversity is manifested in the way children express themselves or behave.

3. I can treat certain children's plurilingualism and experience of different cultures as a genuine resource for the group.

4. I can take action to ensure that families who speak other languages or come from different cultures receive a positive welcome in the institution.

5. I can identify possible causes of misunderstanding due to differences of cultural behaviour and act as a mediator between children, parents or other adults.

Linguistic and cultural diversity is present in most groups of children and in their immediate environment, in the form either of different languages and cultures or of internal variations within the institution's language of socialisation. That diversity should be recognised and welcomed as a vehicle for all children's development.

The presence of linguistic and cultural diversity within the group constitutes a **major resource for all the children in the group.**

Children who speak one or more languages other than that or those used within the institution can be helped to build upon their experience of language acquisition, however limited, in order to learn the second language or discover new languages.

Through this encounter with children and adults who speak other languages or have other cultural references, each child in the group develops an awareness of the workings of language, opens up to the world outside and learns to respect diversity.

How the educator deals in practice with diversity may be determined by his or her **personal perceptions**, which therefore need to be analysed, explained and possibly discussed. These may generate a positive bias just as they may be a source of negative stereotypes and prejudices, depending on the place that the regional/dialectic variations or languages/cultures concerned occupy in the social hierarchy.

A positive attitude towards diversity needs to be translated into **specific actions**, such as, for example:

- seizing every opportunity that presents itself to refer to the languages and cultural backgrounds of certain children;

- accepting and welcoming spontaneous utterances by children in a language other than the one that is expected in a given situation;

- acting as a mediator between people from different cultures (parents, other stakeholders, etc.) in order to explain reactions or behaviour that are unusual in the context of the institution: this means identifying and clearing up possible misunderstandings, encouraging personal contacts and endeavouring to create a climate that is conducive to such encounters.

1. I can convey to the children my interest in linguistic and cultural diversity.

- Why is it useful for me to convey to the children my interest in linguistic and cultural diversity?

- How do I prepare for sessions in which the children listen to texts or songs in different languages or from different cultures, and what objectives should I set for these?

- How can I reflect linguistic and cultural diversity in the way the classroom space is organised?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can respond positively when linguistic and cultural diversity is manifested in the way children express themselves or behave.

- What effects might my attitude to the manifestation by a child of forms of linguistic and cultural diversity have on the children?

- How can I react to a child's spontaneous use of another language, language variation or reference to another culture in a way that attracts the other children's attention and encourages them to respond positively?

- What must I pay attention to in order to ensure that all the children's language resources are recognised as equal in dignity?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can treat the fact that some children are plurilingual and have experience of different cultures as a genuine resource for the group.

- Why is it useful to give certain children the opportunity to present to their classmates traditions and behaviour that are different from those with which the other children are familiar?

- In what ways can I make practical use of the resource that the presence of plurilingual children in the group represents?

- In my particular context, what situations and/or events can I draw upon in order to highlight the value of the linguistic and cultural diversity that is present in the group?

? The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can take action to ensure that families who speak other languages or come from different cultures receive a positive welcome in the institution.

- For what reasons may specific action in favour of these families be necessary?

- How can I help make these families understand the institution's desire to have constructive relations with them?

- Which resources can I draw upon in order to facilitate such contacts?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can identify possible causes of misunderstanding due to differences of cultural behaviour and act as a mediator between children, parents or other adults.

- Why is it necessary to watch out for possible signs of misunderstanding with regard to such forms of behaviour within the group?

- Why is it useful to ask children to put their reactions into words when this type of situation arises?

- What action can I take when I observe misunderstandings or incomprehension between people (parents, colleagues etc.) from different cultures?

? The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which questions?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

III. Taking account of the way in which young children acquire languages

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II   Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III   Taking account of the way in which young children acquire languages.

IV   Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI   Supporting the linguistic development of children with other first languages.

COOPERATION

VII   Cooperating with the children's families.

VIII   Working as a team.

1. I can organise the classroom space in a way that encourages the children to join in with language-related activities and to interact with each other.

2. I can encourage the children to use non-verbal communication to support oral expression.

3. I can make use of each activity to foster the children's linguistic development.

4. I can take account of the emotional dimension in linguistic exchanges with and between the children.

5. I can use the resources offered by information and communication technologies to develop the children's language skills and cultural awareness.

6. I can also…

Children's language acquisition is based on the oral interaction in which they engage and the spoken language they hear. A language is the means a child uses to build relationships with others. Hence, the acquisition of that language depends on the child's need to establish relationships as well as on his or her natural curiosity and desire to discover and learn. This process involves the child as a whole, with his or her senses, motor skills, perceptions and emotions.

Play encourages interaction among children. It combines the learning of cognitive, motor and social skills and stimulates the child's creativity. The language itself or the sounds and music of different languages may also be the subject of play.

Information and communication technologies offer additional resources for exploiting the playful dimension of language use.

Each of the child's daily activities is relevant for developing competences in the principal language of communication, whatever the child's first or possible second language may be. Language and knowledge building are indissociably linked, both in reception and production. Each of these moments in the life of the group provides an opportunity to pay particular attention to the language dimension.

In the case of a foreign language, it is best to choose situations enabling a level of verbal interaction with and between the children that is within the scope of their possibilities.

Good quality relations between the children are essential for each of them to be able to engage in oral interaction.

It is also important for the child to perceive the adult as a real partner in dialogue. The interaction should therefore focus on the communicative dimension rather than on correcting mistakes.

Another way of strengthening children's personal commitment and promoting interaction between them is to give them responsibilities for finding and presenting information.

Presenting the other languages that may be spoken at home in a positive light helps boost children's confidence, as they realise that the work they do to learn another language does not signify a rejection of their first language(s) or cultural origins.

1. I can organise the classroom space in a way that encourages the children to join in with language-related activities and to interact with each other.

- How can the children's space be organised in a way that encourages them to participate in discussions and activities?

- How can I use the linguistic and cultural diversity that is present within the group to encourage the children to appropriate that space as their own?

- For what reasons may I need to adapt the spatial organisation to the activities being proposed?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can encourage the children to use non-verbal communication to support oral expression.

- What particular role can the use of mime play in teaching children how to communicate?

- What other types of activities can I use to make the children active when listening to certain texts?

- Why is it sometimes desirable to allow children to show that they have understood without requiring them to say so in words?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can make use of each activity in order to foster the children's linguistic development.

- Why is it necessary to incorporate the language dimension into preparations for the different group activities?

- How can I combine activities designed to provide access to knowledge about the world with the pursuit of language objectives?

- How can I prepare children for moments where the language being spoken is not they one they are used to?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can take account of the emotional dimension in linguistic exchanges with and between the children.

- How can I build a relationship of trust with each child?

- How can non-verbal communication on the part of the educator contribute to the quality of exchanges with the children?

- What role can I get a character (such as a puppet, soft toy etc.) to play in order to start using a foreign language in a way that is stimulating for the children?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can use the resources offered by information and communication technologies to develop the children's language skills and cultural awareness.

- What advantages do information and communication technologies offer me in terms of creating more opportunities for the children to use languages and find out about other cultures?

- How can I incorporate the use of the resources offered by these technologies into my management of a group of young children?

- How can I use information and communication technologies to encourage children's oral expression?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which questions?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?
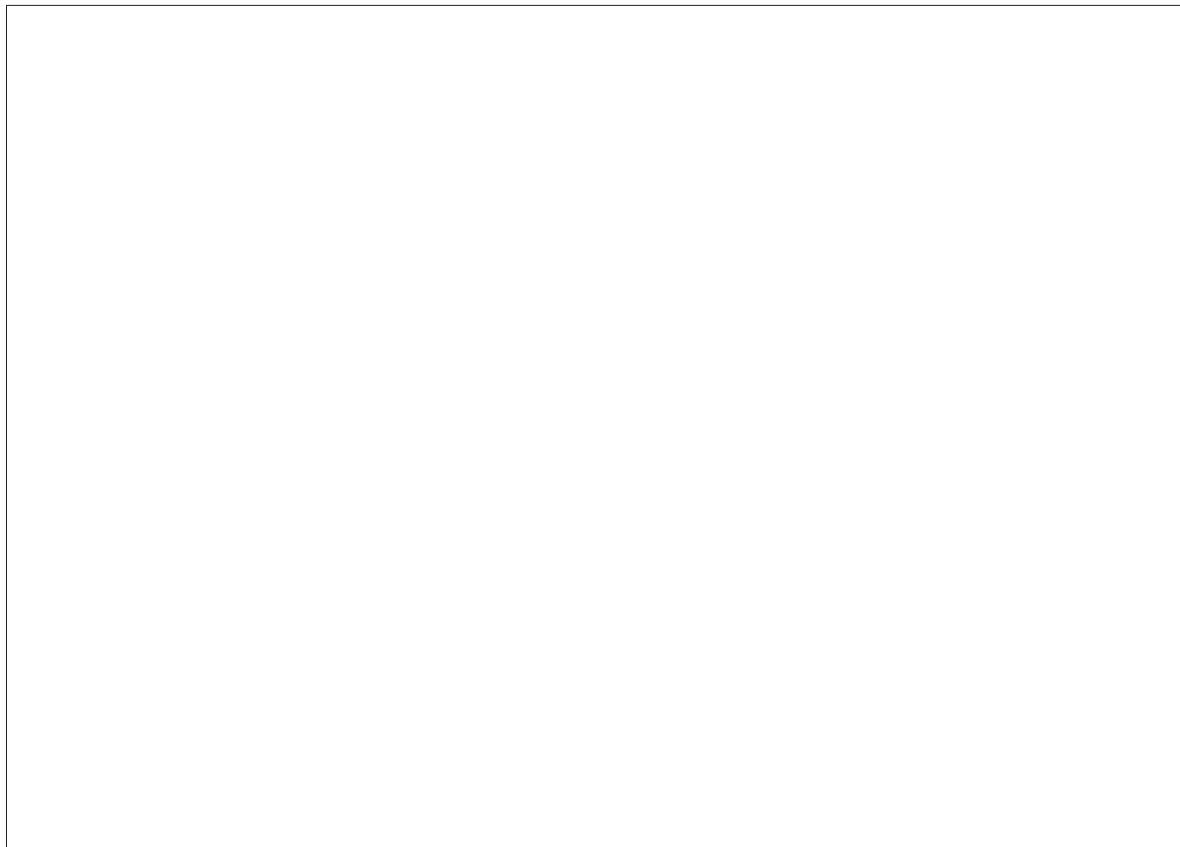
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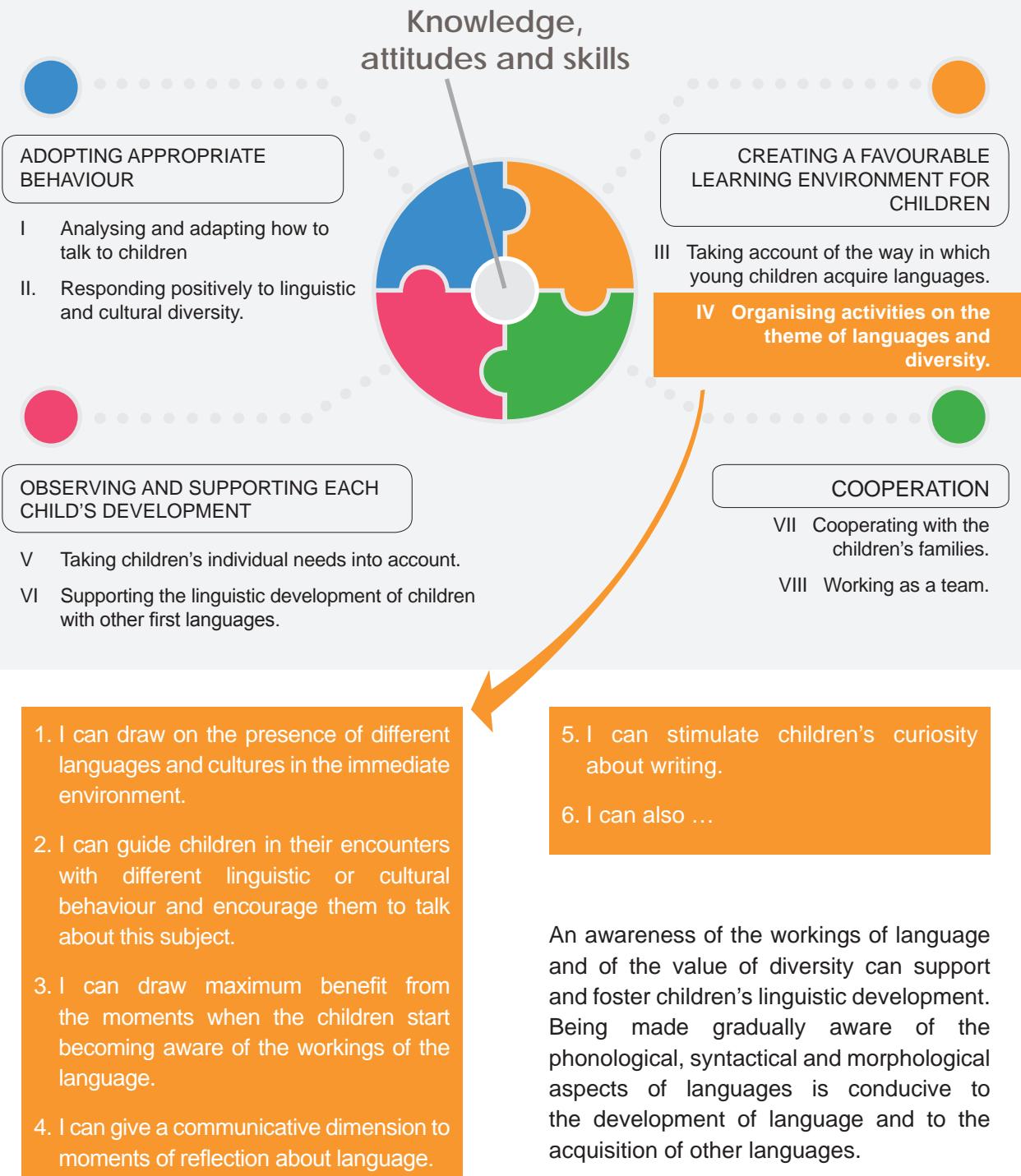My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

IV. Organising activities on the theme of languages and diversity

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I Analysing and adapting how to talk to children

II. Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V Taking children's individual needs into account.

VI Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can draw on the presence of different languages and cultures in the immediate environment.

2. I can guide children in their encounters with different linguistic or cultural behaviour and encourage them to talk about this subject.

3. I can draw maximum benefit from the moments when the children start becoming aware of the workings of the language.

4. I can give a communicative dimension to moments of reflection about language.

5. I can stimulate children's curiosity about writing.

6. I can also …

An awareness of the workings of language and of the value of diversity can support and foster children's linguistic development. Being made gradually aware of the phonological, syntactical and morphological aspects of languages is conducive to the development of language and to the acquisition of other languages.

The beginnings of a metalinguistic awareness must be developed in accordance with the methods advocated by the institution and the specific educational context. But in all cases that process must take a form adapted to the children's age and be incorporated into actual use of the language: role-play, responses to statements made by other people, etc. These activities may also take the form of games (quiz, riddle, mini-contest, etc.).

That awareness may relate to the existence **of different languages and cultures**:

- reacting to statements in other languages or to forms of behaviour associated with other cultures;

- identifying similarities or differences between utterances in different languages;

- etc.

This approach may also be used to draw the children's attention to the forms of diversity that exist within one and the same language (different accents, different forms of greeting, forms belonging to different registers, etc.).

All these activities promote an open attitude towards the environment and the world.

A **gradual discovery of the written language** calls for the same approach: learning about the correspondence between pronunciation and the written word, first contacts with the social usages of the written language by comparing the most frequent types of written documents, exposure to a variety of written texts, learning about different forms of writing and encoding.

The aim is to help children develop a positive attitude to reading and to written language in general.

1. I can draw on the presence of different languages and cultures in the immediate environment.

- Why is it desirable to make all children aware of the diversity that exists in their immediate environment?

- What types of teaching projects can I devise and implement on the theme of linguistic and/or cultural diversity?

- How can I contribute to making children want to discover other cultures and languages?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can guide children in their encounters with different linguistic or cultural behaviour and encourage them to talk about this subject.

- Why may it be necessary to let the children express themselves in situations in which they encounter diversity and to initiate constructive exchanges with them on this subject?

- What attitude should I adopt with regard to the astonishment or even incomprehension with which certain children react to different forms of otherness?

- How can I help make children understand the need to be respectful of linguistic and cultural diversity?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can draw maximum benefit from the moments when the children start to become aware of the workings of the language.

- In organising activities for young children, what role should I give to the beginnings of a process of reflection on languages?

- How can I make use of a child's remark or question about the workings of the language?

- How can I help plurilingual children to establish connections between the different languages that they speak or learn?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can give a communicative dimension to moments of reflection about language.

- What criteria should I take into account when suggesting age-appropriate reflective activities to the children?

- How can role-play or simulations help make children aware of the way certain language forms are used in given communication situations?

- In what way do games that expose children to different linguistic tasks (identifying similarities and differences, for example) help them to start thinking about language?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can stimulate children's curiosity about writing.

- Why is it desirable to make young children aware of the functions of writing and everything it has to offer them?

- How can I use written texts with children who cannot yet read?

- What role can I give to the presence of written texts in different languages in this social space?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?
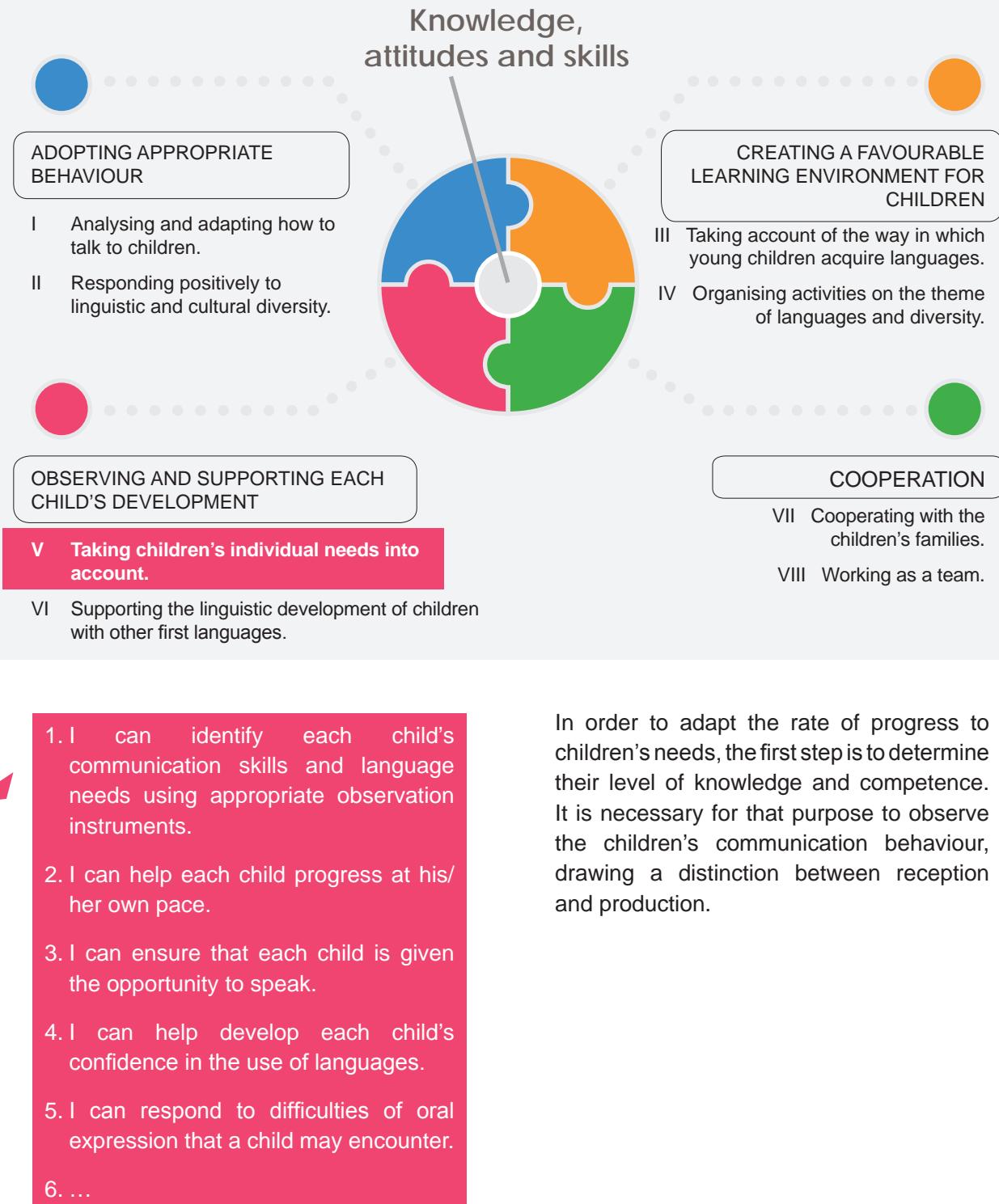
Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

V. Taking children's individual needs into account

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II   Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV   Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI   Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can identify each child's communication skills and language needs using appropriate observation instruments.

2. I can help each child progress at his/her own pace.

3. I can ensure that each child is given the opportunity to speak.

4. I can help develop each child's confidence in the use of languages.

5. I can respond to difficulties of oral expression that a child may encounter.

6. …

In order to adapt the rate of progress to children's needs, the first step is to determine their level of knowledge and competence. It is necessary for that purpose to observe the children's communication behaviour, drawing a distinction between reception and production.

In assessing children's progress and needs, it is important to bear in mind the **normal stages in the acquisition of a language system**. In building their language skills, children apply implicit strategies and adopt temporary rules based on their linguistic experience. The utterances produced by children provide clues about the learning levels between which they find themselves.

The needs of children who speak a language at home other than the language of communication used by the group require specific analysis.

Individual forms of communicative behaviour may be the result of numerous factors. All children need to be able to express themselves at their own rhythm and to decide whether and when to contribute to a discussion and when to remain silent. Children need to feel secure, to be shown that their contributions to the discussion are valued and to be encouraged to take risks in the use of language.

A child's reluctance to participate in verbal activities or preference for modes of expression other than language is not necessarily a sign of language development difficulties.

The educator's attitude to mistakes is crucially important. Children must not get the feeling that the repetition of something they said is due to its being incorrectly expressed. The educator can draw the child's attention to a more appropriate form of expression, but must incorporate any improvements into the flow of the conversation without interrupting the exchanges.

This does not mean that the educator cannot organise specific activities focusing on frequent mistakes that the children make in order to help them progress.

Children also have needs in terms of **comprehension**. The educator must make sure that everyone has understood the vocabulary or structures used.

If some children have not understood, statements can be rephrased, accompanied by gestures or facial expressions. Children can be invited to tell in their own words the parts of a story that they have understood and to ask questions about anything that may remain unclear to them.

It is important, generally speaking, to be attentive to any needs that are expressed or manifested.

1. I can identify each child's communication skills and language needs using appropriate observation tools.

- Why is it necessary to make an individual assessment of each child's abilities and needs?

- What tools can I use and what situations can I organise for observation purposes?

- How can the results of this observation exercise be incorporated into the activities that I wish to organise with the group?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can help each child progress at his/her own pace.

- What must I take into account in order to adapt what I ask of each child?

- What role can rephrasing of statements play in this regard?

- How can I implement individual needs assessment in the context of a group of children?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can ensure that each child is given the opportunity to speak.

- How can I create situations during activities with the children that give each child a real opportunity to speak and be listened to?

- What role could activities in small groups play in this regard?

- How can I intervene when a child seems reluctant to take part in the discussion?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can help develop each child's confidence in the use of languages.

- For what reasons must I pay particular attention to boosting children's confidence in their ability to use languages?

- How can I give children a sense of achievement with regard to their use of the language?

- How can my reactions to children's oral production help to develop their self-esteem?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can respond to difficulties of oral expression that a child may encounter.

- Why is it important that I should try to help children enrich or improve their oral expression without giving them the feeling of having failed or made a mistake?

- How can I rephrase and improve upon a child's/children's statements while keeping up the tone and flow of the conversation?

- In which situations can I encourage a child to use resources other than language for self-expression purposes, as a complement to oral expression?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?
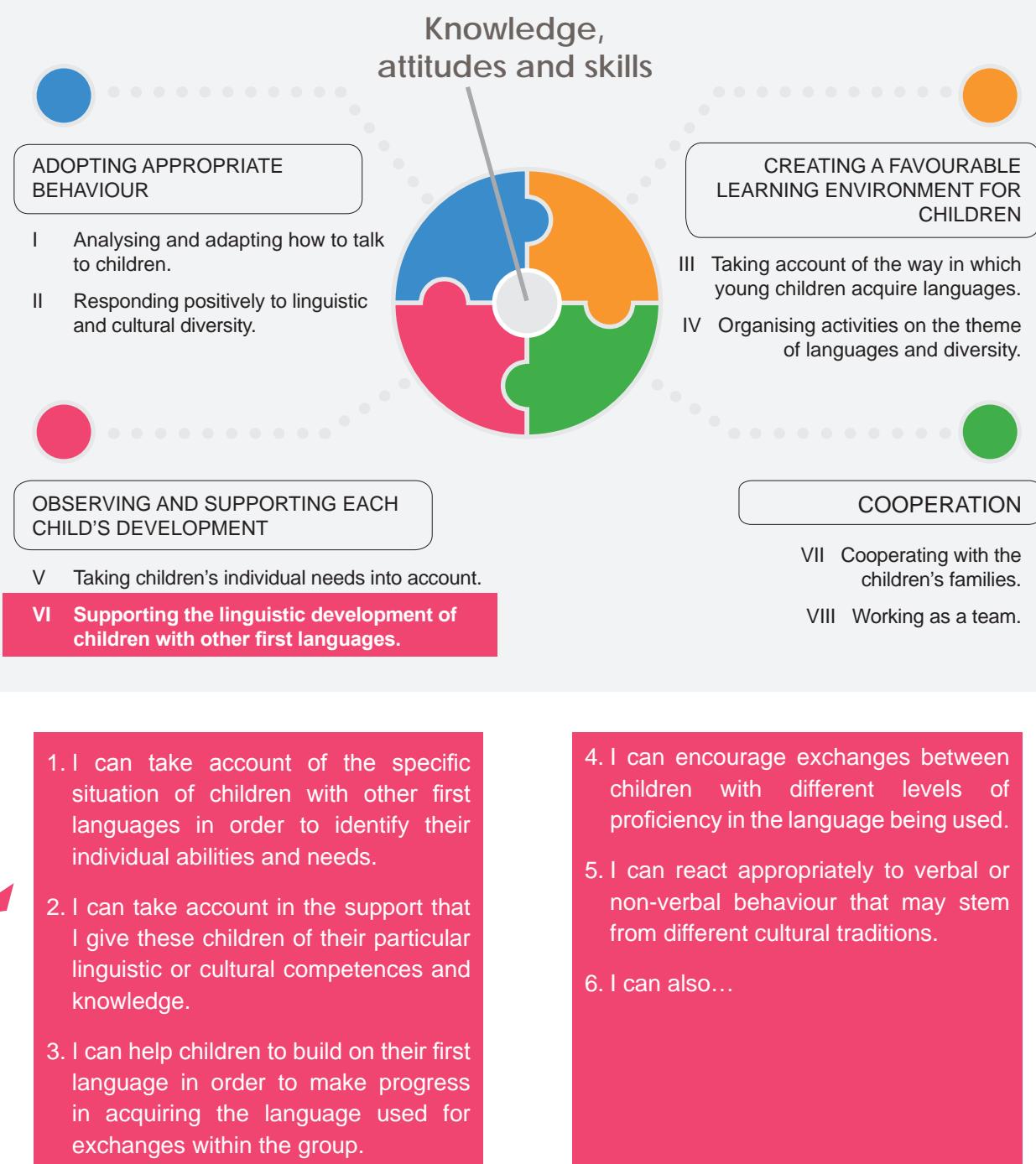
Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

Supporting the linguistic development of children with other first languages

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II   Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III   Taking account of the way in which young children acquire languages.

IV   Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI   Supporting the linguistic development of children with other first languages.

COOPERATION

VII   Cooperating with the children's families.

VIII   Working as a team.

1. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.

2. I can take account in the support that I give these children of their particular linguistic or cultural competences and knowledge.

3. I can help children to build on their first language in order to make progress in acquiring the language used for exchanges within the group.

4. I can encourage exchanges between children with different levels of proficiency in the language being used.

5. I can react appropriately to verbal or non-verbal behaviour that may stem from different cultural traditions.

6. I can also…

Children who use a language/languages at home that is/are different from the language of the institution may acquire the latter at a different pace than is the case for the other children. By the same token, their communicative behaviour may be influenced by their culture(s) of origin.

It may be necessary, after assessing their skills and needs, to give them special assistance.

The **pace of their development** in the second language must be understood and respected. The different stages of language acquisition may occur at a later age than would be the case for a first language. There may, for example, be a latent period during which their reception skills are developing without this being directly perceptible in their oral expression. It is important not to impede those children's progress, by excessively simplifying statements addressed to them, for example.

The experience built up by these children in acquiring their first language may be turned to good use in order to facilitate the acquisition of a second or foreign language. The fact of having learned another language is a potential resource, not an obstacle.

Occasional use of another language (or of another internal variation of the language of communication) or the simultaneous use of several languages reflects the child's efforts to use all his or her available resources to the full for communication purposes. That communicative behaviour must be recognised and accepted.

By seeking information about the languages and cultures represented in the group, the educator can interpret children's behaviour and take effective action.

The mistakes that children make may be due to making transfers from the first language towards the language being acquired. The educator will more easily identify these if he or she is familiar with the basic characteristics of the system of the language used by the child at home.

Trying to interpret these children's linguistic and non-verbal behaviour also means being able to adapt your own attitude and hence being able to influence possible reactions on the part of the other children and adults.

1. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.

- How does my knowledge of language acquisition enable me to help children make progress in their second language?

- In which situations can I observe the ability of these children to mobilise their personal resources (communication strategies, knowledge of their first language, etc.)?

- When observing exchanges within the group, how can I distinguish between the children's skills and needs in terms, respectively, of reception and production in the language being used?

? The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can take account in the support that I give these children of their particular linguistic or cultural competences and knowledge.

- In what way can my knowledge of identity-building help me manage a group comprising children from different cultural and linguistic backgrounds?

- On which occasions and in what ways can I show them that I recognise the value of their specific linguistic and cultural background?

- How can I help to ensure that these children are successfully integrated into the group while respecting their identity?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can help children to draw on their first language in order to make progress in acquiring the language used for exchanges within the group.

- What are the reasons for encouraging these children to capitalise on their experience of using their first language?

- How can I identify and make use of potential bridges between the languages that these children know, on the one hand, and the ones they are in the process of acquiring, on the other?

- How can I react when certain children make transfers from their first language for the purpose of production in the language used with the group?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can encourage exchanges between children with different levels of proficiency in the language being used.

- In which situations (types of activity, distribution of roles, etc.) can it be useful to divide children into groups that take account of their different levels of proficiency in the language being used?

- When organising groups in this way, what objectives can I set for the children whose first language is also the majority language of the group?

- How can I ensure that each child benefits?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can react appropriately to verbal or non-verbal behaviour that may stem from different cultural traditions.

- How can I react when faced with behaviour and/or gestures on the part of a child that may be influenced by cultural factors and may not correspond to the way in which the other children normally behave?

- What can I do in order to avoid misinterpretation of behaviour or gestures that are different from those of the majority of the children?

- How can I initiate a dialogue on this subject with the children concerned, and with what aims?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?
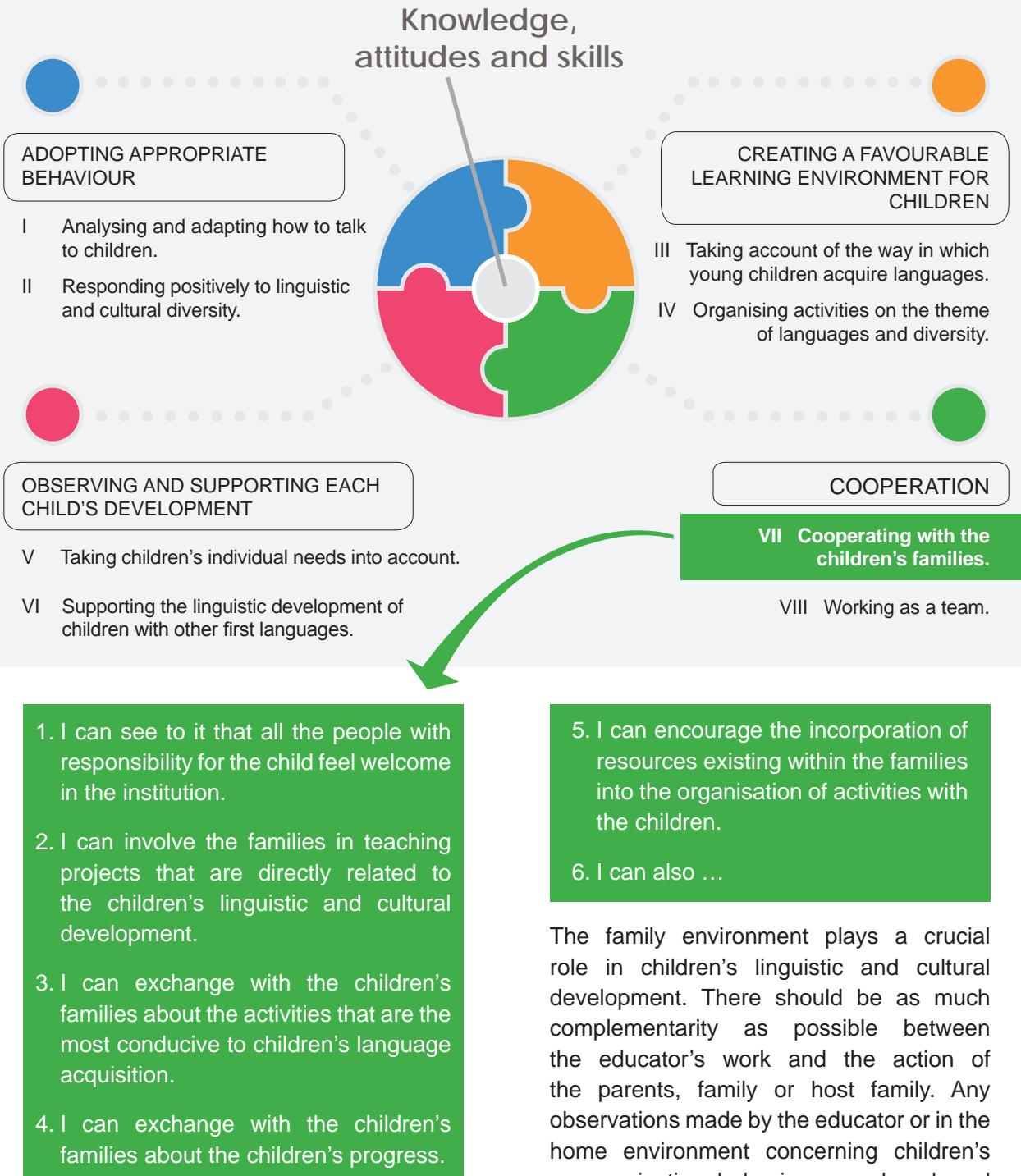
Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

VII. Cooperating with the children's families

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

II Responding positively to linguistic and cultural diversity.

CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

III Taking account of the way in which young children acquire languages.

IV Organising activities on the theme of languages and diversity.

OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI Supporting the linguistic development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can see to it that all the people with responsibility for the child feel welcome in the institution.

2. I can involve the families in teaching projects that are directly related to the children's linguistic and cultural development.

3. I can exchange with the children's families about the activities that are the most conducive to children's language acquisition.

4. I can exchange with the children's families about the children's progress.

5. I can encourage the incorporation of resources existing within the families into the organisation of activities with the children.

6. I can also …

The family environment plays a crucial role in children's linguistic and cultural development. There should be as much complementarity as possible between the educator's work and the action of the parents, family or host family. Any observations made by the educator or in the home environment concerning children's communication behaviour can be shared and discussed.

Exchanges with parents help them to understand the aims and methods of the language work being undertaken with the group. This enables them to follow the work being done, to effectively support the children's linguistic development and to avoid having possibly unrealistic expectations of their children. These exchanges may concern a range of issues: nature and quality of the language to be used with the children at home, the importance of showing the child the family's interest in the language-learning work being done in the institution, the role of encounters with the written word (e.g. reading aloud, commenting on pictures) in children's linguistic experience, etc.

In the specific case of a child who has **a first language other than the main language of the institution**, these exchanges also provide an opportunity to explain to the families that the language spoken at home constitutes a resource for their children. They can be encouraged to help their children properly acquire that language.

Parents' participation in teaching projects enhances the positive impact of those projects. Depending on the context, such participation may take a wide range of different forms: direct involvement, production of material (photo albums, etc.), follow-up at home to projects launched in the group framework, etc. That cooperation may also extend to projects conducted with other institutions or associations.

Some families whose members speak other languages or come from other cultures can also make a special contribution to the educational project, for example by taking part in activities aimed at stimulating awareness of linguistic and cultural diversity.

1. I can see to it that all the people with responsibility for the child feel welcome in the institution.

- Why is it necessary to take action to ensure that the institution considers the families as genuine partners?

- What needs and expectations may the families have with regard to their relations with the institution?

- How can I gain the trust of families who are reticent about relations with the institution?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can involve the families in teaching projects that are directly related to the children's linguistic and cultural development.

- Why is it desirable for families to make a contribution to the success of these teaching projects?

- How can I see to it that all the families are able to contribute according to their availability or possibilities?

- How can I make all the children appreciate the value of family participation in the projects of the group without those whose families are unable or unwilling to take part feeling left out?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can exchange with the children's families about the activities that are the most conducive to children's language acquisition.

- Why is it desirable for me to provide the families with information about the children's language acquisition process?

- Which types of teaching activities and resources can I share with the children's families?

- How can the families be involved in the project for developing the children's language competences?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

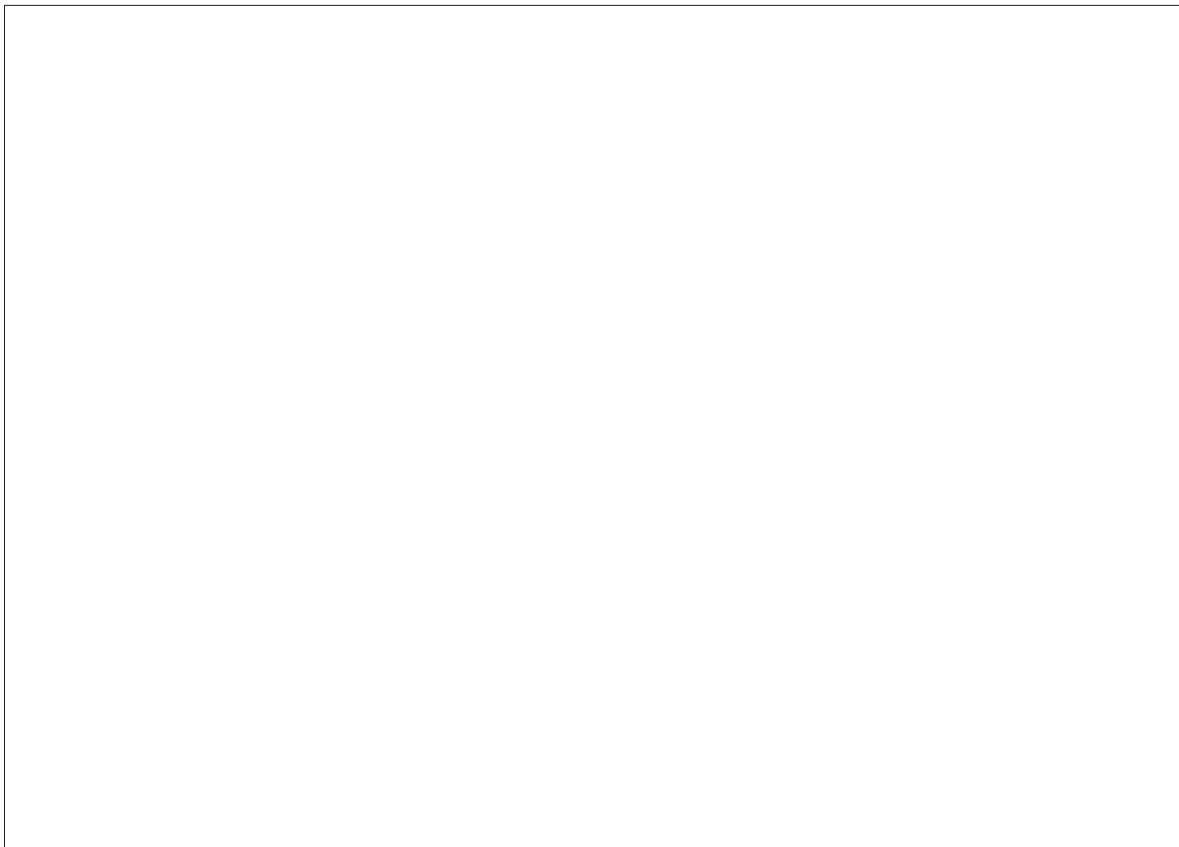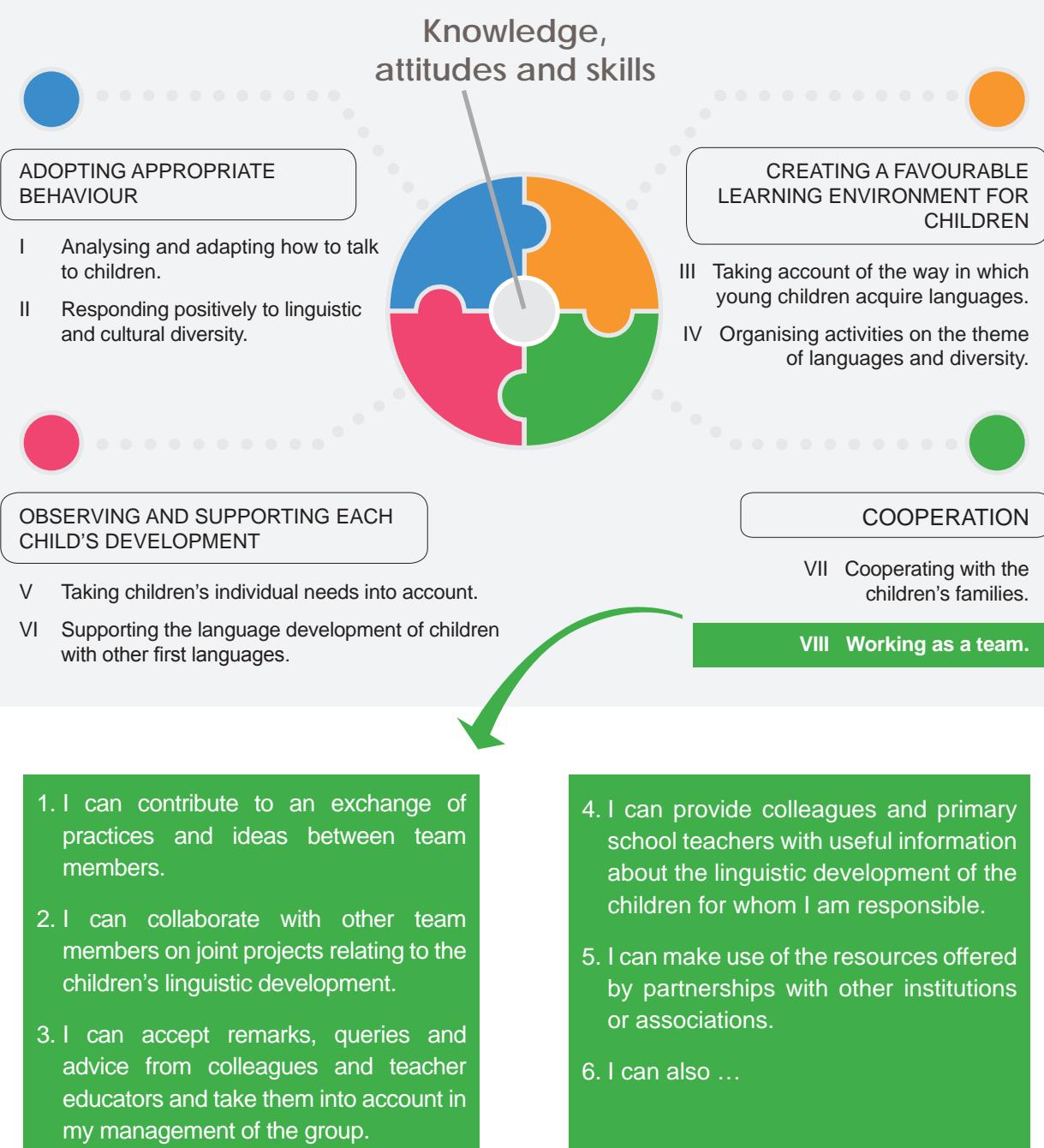Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can exchange with the children's families about the children's progress.

- Why is a two-way exchange of information with the children's families about the linguistic development of their children useful?

- What can I do when I see that a child may need special help in order to overcome his or her difficulties with learning the language?

- How can I advise families about how to support their child's specific linguistic development?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can encourage the incorporation of resources existing within the families into the organisation of activities with the children.

- For which types of project can cooperation with the children's families be beneficial to everyone concerned (children, parents, educators)?

- By what means can I identify the resources that exist within the children's families?

- How can I organise such a project in cooperation with the children's families?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

My personal notes (reading, classes, lectures, websites consulted, etc.) on this subject:

VIII. Working as a team

Knowledge, attitudes and skills

ADOPTING APPROPRIATE BEHAVIOUR

I   Analysing and adapting how to talk to children.

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CREATING A FAVOURABLE LEARNING ENVIRONMENT FOR CHILDREN

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OBSERVING AND SUPPORTING EACH CHILD'S DEVELOPMENT

V   Taking children's individual needs into account.

VI   Supporting the language development of children with other first languages.

COOPERATION

VII Cooperating with the children's families.

VIII Working as a team.

1. I can contribute to an exchange of practices and ideas between team members.

2. I can collaborate with other team members on joint projects relating to the children's linguistic development.

3. I can accept remarks, queries and advice from colleagues and teacher educators and take them into account in my management of the group.

4. I can provide colleagues and primary school teachers with useful information about the linguistic development of the children for whom I am responsible.

5. I can make use of the resources offered by partnerships with other institutions or associations.

6. I can also …

The effectiveness of teaching depends partly on how it links in with the work of other professionals contributing to children's linguistic or cultural development. The team includes all those with whom children are in contact (other educators, administrative staff, mediators, cleaning staff, etc.). Beyond that, links can also be established through partnerships or networks.

Professional competence is largely developed through **exchanges with colleagues**. Teamwork is the best way to progress. Observing colleagues at work with children, sharing with them, devising and implementing joint projects and participating in action research projects are many ways of improving practices. Exchanges, observation and joint projects can prompt beneficial personal reflection.

Work with the children should aim to be **as consistent as possible**, especially with regard to the way of handling language interactions in the different everyday situations. This consistency requires the sharing of information about the children's linguistic development, particularly when colleagues are in charge of some of the activities conducted with them.

Primary school teachers can also cooperate in a variety of ways: providing information about children's linguistic abilities; identifying approaches that will help children adapt to the start of primary school; initial contacts with the children on visits to observe the group; visits by children to the school they will be attending, etc.

This cooperation is also essential for the success of children with other first languages. Support for learning of the language of schooling must continue beyond the pre-primary level.

Cooperation is also possible, in the context of educational projects, with **associations or institutions** responsible for cultural development or the promotion of linguistic or cultural diversity (preparation of shows or other activities, contributions from speakers of other languages, advice, equipment etc.).

Partnerships with other regions or countries (correspondence, exchange of documents, joint activities etc.) may also represent resources for the educational project.

1. I can contribute to an exchange of practices and ideas between team members.

- Why is it useful for me to assess my own strengths and relative weaknesses if I am to make an effective contribution to teamwork and derive benefit from it?

- What information can I provide to others and what information do I myself need to help team members harmonise their language work with one another?

- How can I take advantage of these exchanges to look more closely at my own practice?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

2. I can collaborate with other team members on joint projects relating to the children's linguistic development.

- How can team projects benefit my own professional development

- What types of joint projects can specifically help to foster children's linguistic and cultural development?

- How can I incorporate and give importance to the specific needs of the group of children for whom I am responsible when organising a project of this kind?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which questions?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

3. I can accept remarks, queries and advice from colleagues and teacher educators and take them into account in my management of the group.

- Why is it desirable for me to encourage colleagues to take a look at how I manage the group of children and to familiarise myself with this form of cooperation?

- On which aspects of the management of the group would comments and advice be particularly useful to me?

- How can I obtain or devise observation or analysis grids geared to language education that I can use when observing colleagues' practice?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

4. I can provide colleagues or primary school teachers with useful information about the linguistic development of the children for whom I am responsible.

- Why is it useful to provide other colleagues or primary school teachers with information about the children's abilities and needs?

- What means are available to help me assess the children's level in the language in use in the institution before they start primary school?

- What kind of information can I give to other colleagues or primary school teachers to help them take account of the children's abilities and needs and provide any support which may be required?

The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

5. I can make use of the resources offered by partnerships with other institutions or associations.

- How can I incorporate into my projects the resources offered by the institution's environment and organise a partnership for that purpose?

- Are there cultural or artistic associations present in the institution's environment with which I could establish cooperation?

- What types of project can I put in place with associations present in the institution's environment which promote linguistic and cultural diversity?

? The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

Other questions I would like to find answers to:

My thoughts or observations:

Date :

6. I can also …

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[puzzle faces rating icons]
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[ ]
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The context in which I work or the tasks assigned to me in my work with children may raise specific questions. Which ones?

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[ ]
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Other questions I would like to find answers to:

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[ ]
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My thoughts or observations:

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Date :
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My personal notes (reading, classes, lectures, websites consulted etc.) on this subject:

My foreign languages

The role of foreign languages in your perceptions and attitudes relating to the language and intercultural dimension of the educator's work was the subject of reflection in the "Language biography" section (pages 19 to 22) of PEPELINO.

This section is concerned exclusively with the use and learning of foreign languages.

Foreign languages and me

Which foreign languages do you understand or speak? In which circumstances do you use them? Do you have friends or colleagues who speak other languages than you?

How did you acquire those languages? Are you continuing to learn one or more foreign language/s? How? For what purpose?

Do foreign languages play a role in your professional activity? What kind of role?
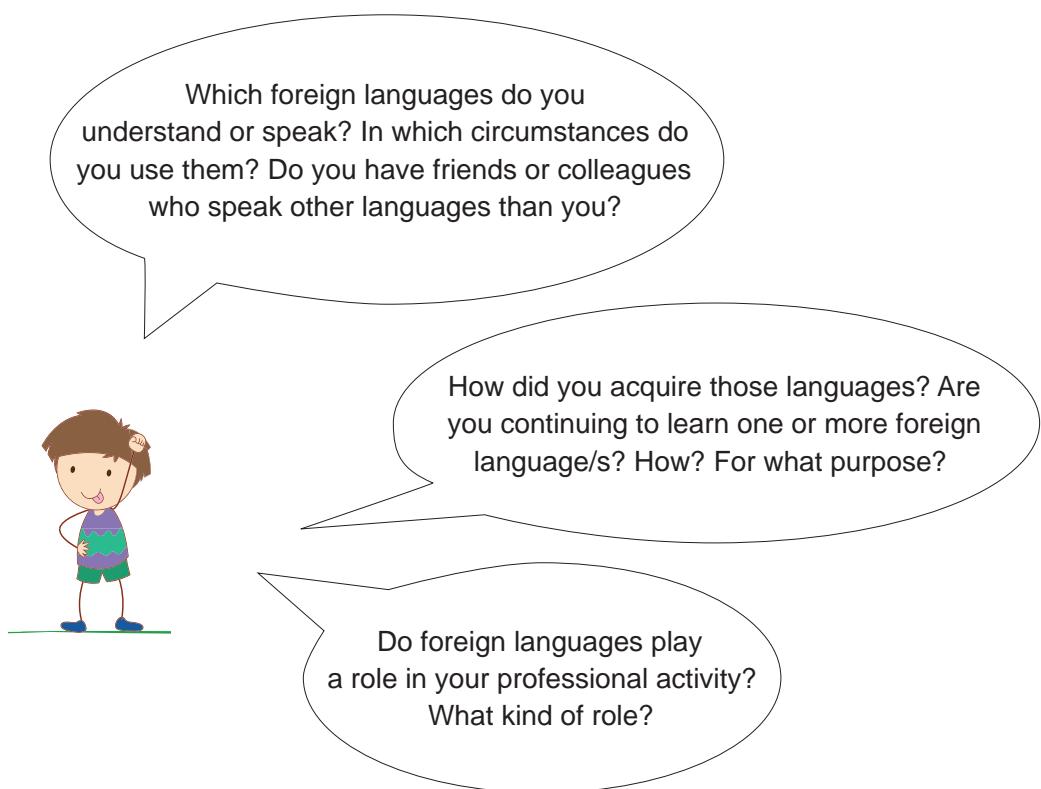
Date :

My level of proficiency in foreign languages

Indicate for each language activity (oral and written comprehension, continuous oral or interactive expression, written expression) the level of the Common European Framework of Reference for Languages (A1 to C2) corresponding to your degree of proficiency in the languages you know.

For this purpose, you can refer to the Self-Assessment Grid on page 102 or the descriptors in one of the versions of the European Language Portfolio (www.coe.int/portfolio).

You can fill in just one side of each language column and then use the other side to record any changes which occur in the course of your professional learning.

Example :

Reading:

Language:	German		English		Italian	
C2						
C1						
B2						
B1						
A2						
A1						

Dates: 9/15 6/16 9/15 6/16 9/15 6/16

Listening:

Language:										
C2										
C1										
B2										
B1										
A2										
A1										

Dates:

Reading:

Language:										
C2										
C1										
B2										
B1										
A2										
A1										

Dates:

Continuous oral expression:

Language:							
C2							
C1							
B2							
B1							
A2							
A1							

Dates:

Taking part in a conversation:

Language:							
C2							
C1							
B2							
B1							
A2							
A1							

Dates:

Writing:

Language:							
C2							
C1							
B2							
B1							
A2							
A1							

Dates:

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	Writing
A1	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices or posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write a simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Dossier

The purpose of this dossier is to record what you consider to be the most compelling evidence of your mastery of the professional competences listed in PEPELINO.

This may include documents used or produced with the children, descriptions or recordings (audio or video) of group sessions, accounts of projects carried out jointly with colleagues, etc. For each of these documents, you will be able to specify which field(s) of competence in the "Reflection on professional competences" section of PEPELINO it best illustrates.

By comparing the documents you have chosen to include in the dossier, you can also keep track of developments in your practices, remove any documents you feel are no longer relevant and take stock of the fields of competence for which you have not (yet) been able - or wished - to include examples of implementation.

It is obviously up to you to decide what should be included in the dossier.

The documents included in the dossier can also serve as a basis for discussions with colleagues or teacher educators on any questions you may be asking yourself, on how certain competences should be understood or interpreted in specific situations, or on your progress in mastering the professional competences.

All contributions and documents selected for inclusion in the dossier can be recorded in the lists set out in the following pages. These lists can be reproduced to allow you to include all the desired information over the period of your professional learning.

Document no.	Date	Description of document	Fields of competence illustrated

European Centre for Modern Languages of the Council of Europe

Document no.	Date	Description of document	Fields of competence illustrated

List of descriptors of professional competences

ADOPTING APPROPRIATE BEHAVIOUR
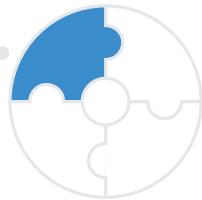
Adopting appropriate behaviour

I. Analysing and adapting how to talk to the children.

1. I can tell whether the language I am using is well adapted to the abilities and needs of children in this age group.

2. I can react effectively when the children do not seem to understand everything I am saying to them.

3. I can make each child feel involved in the discussion.

4. I can encourage the children to participate actively in discussions.

5. I can use the language(s) that I speak with the children for achieving specific objectives in terms of their linguistic development.

6. I can also …

II. Responding positively to linguistic and cultural diversity.

1. I can convey to the children my interest in linguistic and cultural diversity.

2. I can respond positively when linguistic and cultural diversity is manifested in the way children express themselves or behave.

3. I can treat the fact that some children are plurilingual and have experience of different cultures as a real resource for the group.

4. I can take action to ensure that families who speak other languages or come from different cultures receive a positive welcome in the institution.

5. I can identify possible causes of misunderstanding due to differences of cultural behaviour and act as a mediator between children, parents or other adults.

6. I can also …

Creating a favourable learning environment for the children

III. Taking into account the way in which young children acquire languages.

1. I can organise the classroom space in a way that encourages the children to join in with language-related activities and to interact with each other.

2. I can encourage the children to use non-verbal communication to support oral expression.

3. I can make use of each activity in order to foster the children's language development.

4. I can take account of the emotional dimension in linguistic exchanges with and between the children.

5. I can use the resources offered by information and communication technologies to develop the children's language skills and cultural awareness.

6. I can also ….

IV. Organising activities on the theme of languages and diversity.

1. I can draw on the presence of different languages and cultures in the immediate environment.

2. I can guide the children in their encounters with different linguistic or cultural behaviour and encourage them to talk about this subject.

3. I can draw maximum benefit from the moments when the children start to become aware of the workings of the language.

4. I can give a communicative dimension to moments of reflection about language.

5. I can stimulate children's curiosity about writing.

6. I can also …

Observing and supporting each child's development

V. Taking children's individual needs into account.

1. I can identify each child's communication skills and language needs using appropriate observation instruments.

2. I can help each child progress at his/her own pace.

3. I can ensure that each child is given the opportunity to speak.

4. I can help develop each child's confidence in the use of languages.

5. I can respond to difficulties of oral expression that a child may encounter.

6. I can also ….

VI. Supporting the linguistic development of children with other first languages.

1. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.

2. I can take account in the support that I give these children of their particular linguistic or cultural competences and knowledge.

3. I can help children to draw on their first language in order to make progress in acquiring the language used for exchanges within the group.

4. I can encourage exchanges between children with different levels of proficiency in the language being used.

5. I can react appropriately to verbal or non-verbal behaviour that may stem from different cultural traditions.

6. I can also …

Cooperation

VII Cooperating with the children's families

1. I can see to it that all the people with responsibility for the child feel welcome in the institution.

2. I can involve the families in teaching projects that are directly related to the children's linguistic and cultural development.

3. I can exchange with the children's families about the activities that are the most conducive to children's language acquisition.

4. I can exchange information with the children's families about their progress.

5. I can encourage the incorporation of resources existing within the families into the organisation of activities with the children.

6. I can also …

VIII Working as a team

1. I can contribute to an effective exchange of practices and ideas between team members.

2. I can collaborate with other team members on joint projects related to the children's linguistic development.

3. I can accept remarks, queries and advice from colleagues or teacher educators and take them into account in my management of the group.

4. I can provide colleagues or primary school teachers with useful information about the linguistic development of the children for whom I am responsible.

5. I can use the resources offered by partnerships with other institutions or associations.

6. I can also …

Acknowledgements

PEPELINO is a portfolio aimed at students embarking on initial professional learning to become pre-primary educators and persons working with children under the age of 7 who wish to improve their professional learning.

It is a tool for personal reflection on professional competences, focusing on the plurilingual and intercultural dimension of work with pre-primary children.

It was developed at the European Centre for Modern Languages of the Council of Europe by a team of experts from Austria, the Czech Republic, France and Greece with the assistance of teacher educators from the 33 member states of the ECML and other countries which are involved in its work.

Based on language policy documents of the Language Policy Unit of the Council of Europe and the European Commission and on reference documents produced by the ECML, it seeks to encourage consideration of educational and policy issues related to the acquisition of languages of socialisation, the development of plurilingual competence, intercultural education and recognition of children's individual language repertoires when implementing curricula in different learning contexts.

www.ecml.at

The European Centre for Modern Languages is a Council of Europe institution promoting excellence in language education in its member states.

ENG

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It includes 47 member states, 28 of which are members of the European Union.

All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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