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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Laura Rožman Krivec
Institution	University of Ljubljana, Faculty of Education
E-mail address	Laura.rozmankrivec@pef.uni-lj.si
Title of ECML project	Building blocks for planning language-sensitive teacher education
ECML project website	
Date of the event	February 14 & 15 2023
Brief summary of the content of the workshop	During the workshop we developed and evaluated building blocks for defining and establishing language-sensitive teaching.
What did you find particularly useful?	Practical examples and practical exchange
How will you use what you learnt / developed in the event in your professional context?	This topic is now included in the Preschool Pedagogy course, which is being taught this semester at PEF UL, the importance of language sensitivity is mentioned in lectures, and students also observe the linguistic sensitivity of educators in the context of clinical exercises.
How will you further contribute to the project?	Teaching and practical training at the university
How do you plan to disseminate the project? <ul style="list-style-type: none">- to colleagues- to a professional association- in a professional journal/website- in a newspaper- other	To colleagues and students.

2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

Dr. Sanja Berčnik in dr. Laura Rožman Krivec sva se kot slovenski predstavnici 14. in 15. februarja v

Grazu (European Centre for Modern Languages) udeležili delavnice z naslovom **Building blocks for planning language-sensitive teacher education**. Na delavnici smo gradili in evalvirali gradnike za opredelitev in vzpostavljanje jezikovno občutljive vzgoje in izobraževanja. Kot udeleženkama, ki ne izhajava iz krogov jezikoslovcev, nama je bil pomemben predvsem pedagoški vidik vključevanja jezikovne senzibilnosti v sam proces vzgoje in izobraževanja. Tako to temo že vključujeva v predmet **Predšolska pedagogika**, ki se v tem semestru izvaja na PEF UL, pomen jezikovne občutljivosti se omenja na predavanjih, študentje pa jezikovno občutljivost vzgojiteljev opazujejo tudi v okviru kliničnih vaj.

Dr. Sanja Berčnik and dr. Laura Rožman Krivec and I, as Slovenian representatives, participated in a workshop entitled "**Building blocks for planning language-sensitive teacher education**" on February 14 and 15 in Graz (European Center for Modern Languages). During the workshop we developed and evaluated building blocks for defining and establishing language-sensitive teaching. As participants who do not come from linguistic circles, the pedagogical aspect of incorporating language sensitivity into the educational process itself was important to us. For example, this topic is already included in the preschool education course offered this semester at PEF UL, the importance of language sensitivity is mentioned in lectures, and students also observe the language sensitivity of educators during clinical exercises.