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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	Liene Rolanda
Institution	Senior expert of pre-school learning content and digitisation in VISC project “Competence approach in learning content”, Riga.
E-mail address	liene.rolanda@skola2030.lv
Title of ECML project	Workshop “PALINGUI - Language learning pathways of young children: Making early language learning visible”
ECML project website	ECML/CELV > ECML-Programme > Programme 2020-2023 > Language learning pathways of young children
Date of the event	15 to 16 March 2023
Brief summary of the content of the workshop	<p>European schools/preschools encounter the situation that there is a multilingual environment in one classroom which affects the learning and teaching. In order to support the teachers, it is important to pay attention to:</p> <ul style="list-style-type: none">● Observation (formative, informal, formal). Essential 3T principle- Tools, Time, Training.● Assessment. Assessment as learning. The child takes part in the assessment (assessment AS learning). Assessment of learning. Examines learning outcomes: the competences that the child has learned (assessment OF learning). Assessment for studies. Explores abilities and needs and sets a goal, improves the child's performance (assessment FOR learning).● documentation . Portfolio, structured folder with pictures, digital materials, data. Tools for student self-assessment.
What did you find particularly useful?	Obtained an in-depth view on the situation of multilingualism in European schools and preschools (3 to 12 years), and the benefits and challenges of working as a teacher in a multilingual environment. Identified key principles and actions that make language learning visible to children/students in the education system. Collected examples of European schools/preschools on language learning. https://padlet.com/ECML/palingui-workshop-atelier-2023-ulthy24d9trqabhf

<p>How will you use what you learnt / developed in the event in your professional context?</p>	<ul style="list-style-type: none"> ● Introduce PALINGUI resources to the teachers to support multilingualism in classrooms/groups. Being aware of the richness of each language and using it as an opportunity to get to know another culture. ● Inviting teachers to think of their physical environment and materials in their classroom/school/preschool/outdoors. If it supports the children's communication in different languages. Do the children have a place to meet, gather, and play. The pedagogical environment is the “third teacher”. ● Emphasise the importance of observation, evaluation and documentation in the teaching and learning process in teacher conversations.
<p>How will you further contribute to the project?</p>	<p>In seminars, conferences (either face-to-face or online) organised by the IZM, VISC, Skola2030, talk with heads of preschool/primary educational institutions, deputy heads, teachers, specialists of municipal education boards about multilingualism in schools/preschools. What are the challenges for teachers and how can we support children/students in language learning. A very topical topic, especially in Latvia, regarding the transition to education only in Latvian. Support is especially necessary for those schools/preschools that implemented the minority education program.</p>
<p>How do you plan to disseminate the project?</p> <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	<p>I will introduce my Skola2030 colleagues and society (schools/preschools/municipalities) of this experience and the webpage of the PALINGUI project - Language learning pathways of young children.</p>

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.).

Eiropas skolas/pirmsskolas saskaras ar situāciju, ka vienā klasē/grupā ir multilingvāla vide, kas ietekmē mācīšanu un mācīšanos. Būtiski apzināties valodas atšķirības un līdzības, kā arī kultūras bagātību un identitāti. Visas bērnu/skolēnu valodas prasmes būtu jāuzskata par vērtīgām, ne tikai kā līdzekli valodas apguvei. Atbalstīt un rast iespēju bērniem runāt savā valodā tieši pirmsskolas vecumā izmantojot integrācijas principu. Svarīgi rast sadarbību saziņā ar ģimenēm, iesaistīt tās,

piemēram caur tradīcijām, ēdienu pagatavošanu. Bērniem/skolēniem ir būtiski, ka viņu valoda ir svarīga un novērtēta, justies lepniem (ekspertiem) par savām valodām/daudzvalodību. Skolotājiem jāveido izpratne par daudzvalodību un multikulturālismu nozīmi mācību procesā, lai atbalstītu katra bērna izaugsmi. Cieņa pret valodām un kultūru ir visu izglītības sistēmu pamatā. Individualizējot, diferencējot un dažādojot rotaļnodarbības/stundas, lai bērniem/skolēniem būtu izvēle, izvēlētos mācību ceļu, kas atbilst viņiem un viņu mācīšanās stilam. Skolotājiem kā atbalsts mācību procesā ir novērošana, (no)vērtēšana un dokumentācija, piemēram, valodu portfolio vai personīgo dārgumu grāmatu, kurā tiek vākti personīgie "dārgumi", kas dokumentē mācīšanos.