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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 report<sup>1</sup> 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](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

## 1. Reporting

Name of the workshop participant	Martina Huber-Kriegler
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Title of ECML project	Palingui. Young children's learning pathways – Making early language learning visible
ECML project website	<a href="https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagelearningpathwaysofyoungchildren/tabid/4304/Default.aspx">https://www.ecml.at/ECML-Programme/Programme2020-2023/Languagelearningpathwaysofyoungchildren/tabid/4304/Default.aspx</a>
Date of the event	16 <sup>th</sup> -17 <sup>th</sup> March 2022 - Online
Brief summary of the content of the workshop	<p>The project focuses on young children's process of language learning (ages 3-12), on how to perceive, understand, document and assess their particular ways of language learning. Project team and participants have largely agreed on adopting an inclusive and holistic approach that takes into account all forms of learning (not only the strictly linguistic parts) that are happening simultaneously in the development of a child but are often reflected and visible in the way the child is able to use the various languages in his or her individual linguistic repertoire.</p> <p>Methodologically the project advocates <b>observation</b> as the primary source for the teacher's information, <b>documentation</b> of the children's language use in different forms (digital/audio-visual and analogue forms like learning diaries, language portraits,...) and different approaches to <b>assessment</b> (including formative, self-assessment, peer-assessment).</p> <p>The special challenge in this project lies – from my point of view – in the ongoing discussion process on which languages are “accepted” and “welcome” in educational settings – in most countries in the world. Linguists have proved meticulously that ALL languages one understands/ speaks/ reads add to a person's ability to communicate, to express one's identity, to understand and relate to other people's values, world views etc., - they represent a personal and communal treasure in many aspects. However, in societies worldwide there is a clear hierarchy in the status of languages used and the traditional canon of “school languages” is very restricted in most European</p>

	<p>countries and often neglects autochthonous minority languages and almost everywhere the largest number of allochthonous minority languages. These views are also ingrained in most teachers' heads – unless they get specific training that opens their eyes to the wealth which plurilingual children and families bring to their school.</p> <p>It is, however, not only a matter of basic respectful attitudes to welcome all learners and their languages in one's classroom – teachers also need methods and tools to creative language-friendly, productive and creative learning settings that benefit “monolingual” and plurilingual learners alike.</p>
<p><b>What did you find particularly useful?</b></p>	<p>The many examples of good practice, supported by research findings and the manifold experience of teachers and educators in the group brought a lot of food for thought to me. The exchange of ideas and opinions on the approaches and methods presented was very fruitful and inspiring.</p>
<p><b>How will you use what you learnt / developed in the event in your professional context?</b></p>	<p>For the last nine years I have worked in a network of teacher educators of all Austrian Colleges of Teacher Education (<a href="#">BIMM</a>) with the aim of supporting Language Education (in a broad sense) not only in the languages of schooling but also in learners' home languages. Twice a year we hold conferences focussing on current topics in the field which also includes Intercultural Learning, Migration Pedagogy, Anti-discriminatory and Anti-racist Pedagogies and Global Citizenship Education. Reporting on the Palingui Project, its outcomes and products will easily be possible and will enrich the discussion of methodology among the professionals in the network. Referring to ECML projects and their outcomes is an integral part of the form of further education among peers that we are practising in the network.</p> <p>Personally, I also teach a course in semester 8 in our focus area of studies (“Language Education and Diversity”) of Primary Teacher Education called “Quality and Quality Assurance in Multilingual Schools”. I will report about the project and use the many examples of good practice that we have seen during the workshop as study material for my students.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>The University College of Teacher Education Styria has entertained a school network for language friendly schools (<a href="http://www.voxmi.at">www.voxmi.at</a>) for about 13 years which has a special focus on fostering plurilingualism, intercultural learning and developing learners' digital competencies. While the project won the European Language Label (<a href="https://www.oesz.at/SPINNEU/projekte_se_archiv.php?button=anzeigen&amp;open=850#top850">https://www.oesz.at/SPINNEU/projekte_se_archiv.php?button=anzeigen&amp;open=850#top850</a>) as early as 2013 it has grown and developed into a network that not only encompasses over 50 schools of all school</p>

	<p>types in Austria with 3 University Colleges of Teacher Education (Styria, Vienna, Salzburg) coordinating regional and national network meetings and specific further education programs tailored to the schools needs. Since all of the member schools feature very plurilingual students all findings of the project will be directly disseminated into the network which also offers ample opportunity for possible field studies or for piloting new concepts/ methods/ materials created within the scope of Palingui. I would be ready and very willing to involve myself in any such activities.</p> <p>Latest developments include voXmi-kindergardens joining the network and the cooperation with the “Language friendly schools”-network that Emanuelle LePichon-Vorstman presented.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p>The BIMM also sends out a newsletter twice a year and entertains a website (<a href="http://www.bimm.at">www.bimm.at</a>) with 5 subsites where project findings and materials can be promoted.</p> <p>The “<a href="#">BIMM-Themenplattform</a>” (thematic platform) caters to teacher educators at Educational Colleges and Universities and their students and is an ideal place to disseminate project findings and materials to the Austrian (and partially other German speaking) professional communities in this specific field.</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.).**

### Palingui. Young children’s learning pathways – Making early language learning visible

Unter diesem Titel traf Mitte März das ECML-[Projektteam](#) die internationalen Teilnehmer\*innen im Rahmen eines zweitägigen Webinars am [Europäischen Fremdsprachenzentrum des Europarats](#). Im Fokus standen die einzigartigen Lernwege junger (3-12-jähriger) Sprachenlerner\*innen, die in den diversen Elementareinrichtungen und Klassenzimmern europäischer Schulen am Unterricht teilnehmen.

Projektziel ist es, Lehrpersonen Methoden und Werkzeuge in die Hand zu geben, mit denen sie diese Vielfalt an Lernwegen wahrnehmen, beobachten, dokumentieren und letztlich auch evaluieren können. Dabei geht es darum, tatsächlich ALLE sprachlichen Repertoires der Schüler\*innen sichtbar zu machen und wertzuschätzen – auch für die Lerner\*innen selbst und deren Eltern – und das nicht nur in rein schulbezogenen Zusammenhängen wie zur Entwicklung der Bildungssprache, sondern auch in ihrer psycho-sozialen Wichtigkeit für die Gemeinschaft, in der sich die Kinder und Jugendlichen bewegen, wie in der Gesamtgesellschaft. Lerner\*innen und Lehrpersonen erhalten so höchst motivierende und stärkende Einblicke in die Entwicklungswege mehrsprachiger Kinder und Jugendlicher.

In angeregten Gesprächen diskutierten die sechszwanzig teilnehmenden Expert\*innen die präsentierten Zugänge zum Thema, die Praxis in vielsprachigen Kindergärten und Schulen, schon bewährte gute Beispiele und vor allem die wesentlichen Aspekte “Beobachtung – Dokumentation – Evaluation” und deren Umsetzungsmöglichkeiten im Kindergarten- oder Schulalltag. Durch die

Weiterarbeit im Netzwerk der Teilnehmer\*innen sollen bewährte und neu entwickelte Werkzeuge für die oben genannten Aspekte über die Projektwebseite zugänglich gemacht und letztlich beispielsweise über die nationalen Lehrerbildungsinstitutionen an die Kindergärten und Schulen disseminiert werden.