

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

Early Childhood Ireland was invited by the European Centre for Modern Languages to participate on a two day workshop in Graz, Austria. The aim of the project was to develop a 'European Portfolio for student teachers of preprimary education'. I attended the workshop on behalf of Early Childhood Ireland, a national voluntary organization that provides training and education for initial teachers/practitioners for the early year's sector in Ireland.

The workshop provided a space to reflect and share ideas and practices from an international perspective. The range of inputs and facilitated questions generated rich debate. Engaging in discussion groups afforded opportunity to explore a range of methods and approaches to language learning. Further sharing occurred through presentations to the larger group and I found this very interesting and informative. The informal networking provided for further learning opportunities through meaning making in terms of the diversity of languages among the group. I came away with a deeper understanding of language learning and in particular pluralistic approaches.

As head of training I will disseminate my learning in the first instance with my immediate colleagues and the wider staff team. In addition, I will have opportunity to share with cohorts of student teacher learners to degree level. My learning will also inform the development of programme content relating to language learning. I will also share across a range of social media.

I look forward to further supporting the work of this project and building on the relationships made as I feel it was a very positive professional learning opportunity. In fact I would suggest that future workshops would benefit from more time being allocated to allow for deeper engagement and learning.

Name of the workshop participant	Marion Brennan
Institution	Early Childhood Ireland
E-mail address	mbrennan@earlychildhoodireland.ie
Title of ECML project	European portfolio for student teachers of pre-primary education
ECML project website	
Date of the event	12th and 13th December 2013
Brief summary of the content of the workshop	<p>This workshop explored:</p> <ul style="list-style-type: none"> • the contents of a portfolio for pre-primary teachers • role and place of portfolio • competencies required • discussions on acquisition of majority language • Early Bi- lingual acquisition • Acquisition of a foreign language
What did you find particularly useful?	Listening to the inputs from other countries and sharing ideas and perspectives
How will you use what you learnt/ developed in the event in your professional context?	Sharing with other professionals teaching at level 5,6,7,8, on the National Framework of Qualifications. Within our organisation with specialist trainers and with teachers who engage in continuous professional learning. This information will also be shared on our website and other social media
How will you further contribute to the project?	I have offered to input into the group that I was involved with in the workshop in whatever way I can
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 	Through all of the sources mentioned above to work colleagues at staff meetings. To our trainers network and to our membership practitioners who work with pre-primary children

1. 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.).

Early Childhood Ireland was invited by the European Centre for Modern Languages to participate on a two day workshop in Graz, Austria. The aim of the project was to develop a 'European Portfolio for student teachers of preprimary education'. Marion Brennan, Head of Training attended the workshop on behalf of Early Childhood Ireland. The main aim of the two day workshop was to bring together trainers teachers who have a remit for initial teacher training at preprimary level. Each country provided a Poster on initial preprimary teacher training in their country with a particular focus on approaches to language learning.

The workshop focused on pluralistic approaches and competencies required by student teachers in supporting children's language development. Key objectives were to:

- Identify the key role and place of the Portfolio as a tool to support language development /acquisition
- Outline key competencies required to support young children's language development
- Prepare young learners for linguistic and cultural diversity

This portfolio for student teachers of preprimary education will provide a valuable resource to encourage teachers to:

- self-reflect and assess their competencies and to attain the knowledge to support these competencies
- prepare teachers for facilitating young children's language learning in a range of contexts
- stimulate discussion with peers, colleagues and teacher educators

This work will contribute to and influence policy and practice in language education in the preprimary sector in Ireland. In addition, the collaborative approach by the European Centre for Modern Languages in bringing together multiple perspectives adds significant value to the project.