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[1] 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. Reporting

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

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European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

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Name of the workshop participant	Jovana Marojević
Institution	**University of Montenegro Faculty of Philosophy Nikšić**
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Title of ECML project	**"European Portfolio for Students Teachers of Pre-Primary Education"**
ECML project website	http://www.ecml.at/F2English/tabid/1274/language/en-GB/Default.aspx
Date of the event	**12-13 december 2013, Graz, Austria**
Brief summary of the content of the workshop	**It was discussed about different educational contexts in which the Portfolio could potentially be used, and, accordingly, it was discussed about role and place, as well as about consequences for the content of the Portfolio. It was also discussed about potential forms that Portfolio could have. The core of discussion were the competences that should be used in Portfolio, and according to that, the participants were discussing on acquisition of majority language (L1 or L2) in multicultural context, early bilingualism as well as acquisition of foreign language. Participants offered several possible approaches of creating Portfolio, and, on that bases creating of this document will follow.**
What did you find particularly useful?	**Since in our educational context there are a few pluri-lingual kindergartens and that the teaching of foreign language is also a rare practice in it, such document could be particularly useful in promoting intercultural awareness and sensibility in early childhood education.**
How will you use what you learnt/ developed in the event in your professional context?	**In our professional context, the ideas could be used in direct teaching practice, on several courses (Early Childhood Education, Intercultural pedagogy), by improving students professional competences for promoting of language acquisition, throughout relevant knowledge, attitudes and skills.**
How will you further contribute to the project?	**We could contribute to the project by disseminating information about creating the Portfolio, and by introducing it to certain professional structures – colleagues that work with pre-primary teachers on foreign language/es, or in the methodic of mother language acquisition, or by potential participation in conferences or workshops dedicated to creating this document.**
How do you plan to disseminate the project? - to colleagues	**The project will be promoted by introducing it to colleagues that this theme is relevant to, by a short presentation, including relevant links and publication of the ECML. The information on the project will also**

- to a professional association - in a professional journal/website - in a newspaper - other	**be published in a relevant professional journal in the country.**

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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.).

Evropski centar za moderne jezike (http://www.ecml.at/Home/tabid/59/language/en-GB/Default.aspx) je institucija Savjeta Evrope čija je misija da promoviše izvrsnost i inovacije u učenju i podučavanju jezika. Centar je, kao jednu od svojih aktivnosti, protekle godine započeo i dvogodišnji projekat – „Evropski portfolio za obrazovanje vaspitača" (http://www.ecml.at/F2English/tabid/1274/language/en-GB/Default.aspx), koji je, na prvoj radionici (12-13 decembar, Grac) okupio stručnjake iz različitih profesionalnih okruženja posvećenih odgoju djece predškolske dobi, posebno fokusiranih na razvoj jezika. Krajnji cilj i produkt projekta biće kreiranje dokumenta – portfolija, koji će se koristiti u obrazovanju budućih vaspitača, kao pomoćni materijal za njihovu samorefleksiju o učenju i podučavanju jezika. Portfolio će biti kreiran po uzoru na već postojeći „Evropski portfolio za obrazovanje nastavnika jezika" (http://www.ecml.at/tabid/277/PublicationID/16/Default.aspx), u formi popisa indikatora (znanja, vještina i navika) čija će procjena pomoći studentima da, u najširem, osvijeste i vrednuju jezičku i kulturnu raznolikost.

Crna Gora je uzela učešća u projektu „Evropski portfolio za obrazovanja vaspitača", pa su i njene institucije (prije svega Filozofski fakultet u Nikšiću, Studijski program za obrazovanje vaspitača) potencijalne korisnice Portfolija kao instrumenta za samorefleksiju budućih vaspitača. S obzirom na obrazovni kontekst u Crnoj Gori (vrlo je malo dvojezičnih ili višejezičnih predškolskih obrazovnih jedinica; u vrtićima se djeca sporadično obučavaju nekom stranom jeziku) budući nastavni kadar za rad u vrtićima se ne obrazuje sa naglašenom sviješću o vrijednosti učenja i podučavanja jezika (ne samo stranog, već i maternjeg). Budući potfolio bi, kao instrument za samoprocjenu studenata, nadomjestio upravo pomenutu manjkavost, omogućavajući im da na visokom nivou promišljaju pitanja o usvajanju i razvoju jezika kod djece, odnosno, da na pavi način valorizuju jezičku raznolikost i time promovišu interkulturalne vrijednosti kod djece.