



European portfolio for pre-primary educators

The plurilingual and intercultural dimension

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LIST OF DESCRIPTORS FOR PROFESSIONAL COMPETENCES

About PEPELINO

PEPELINO is a portfolio aimed at students embarking on initial professional learning to become pre-primary educators and persons working with children under the age of 7 who wish to improve their professional learning.

It is a tool for personal reflection on professional competences, focusing on the plurilingual and intercultural dimension of work with pre-primary children.

It was developed at the European Centre for Modern Languages of the Council of Europe by a team of experts from Austria, the Czech Republic, France and Greece with the assistance of teacher educators from the 33 member states of the ECML and other countries which are involved in its work.

Based on language policy documents of the Language Policy Unit of the Council of Europe and the European Commission and on reference documents produced by the ECML, it seeks to encourage consideration of educational and policy issues related to the acquisition of languages of socialisation, the development of plurilingual competence, intercultural education and recognition of children's individual language repertoires when implementing curricula in different learning contexts.

PEPELINO is designed for educators and teachers in the pre-primary sector, either in initial or in-service training.

PEPELINO can help to:

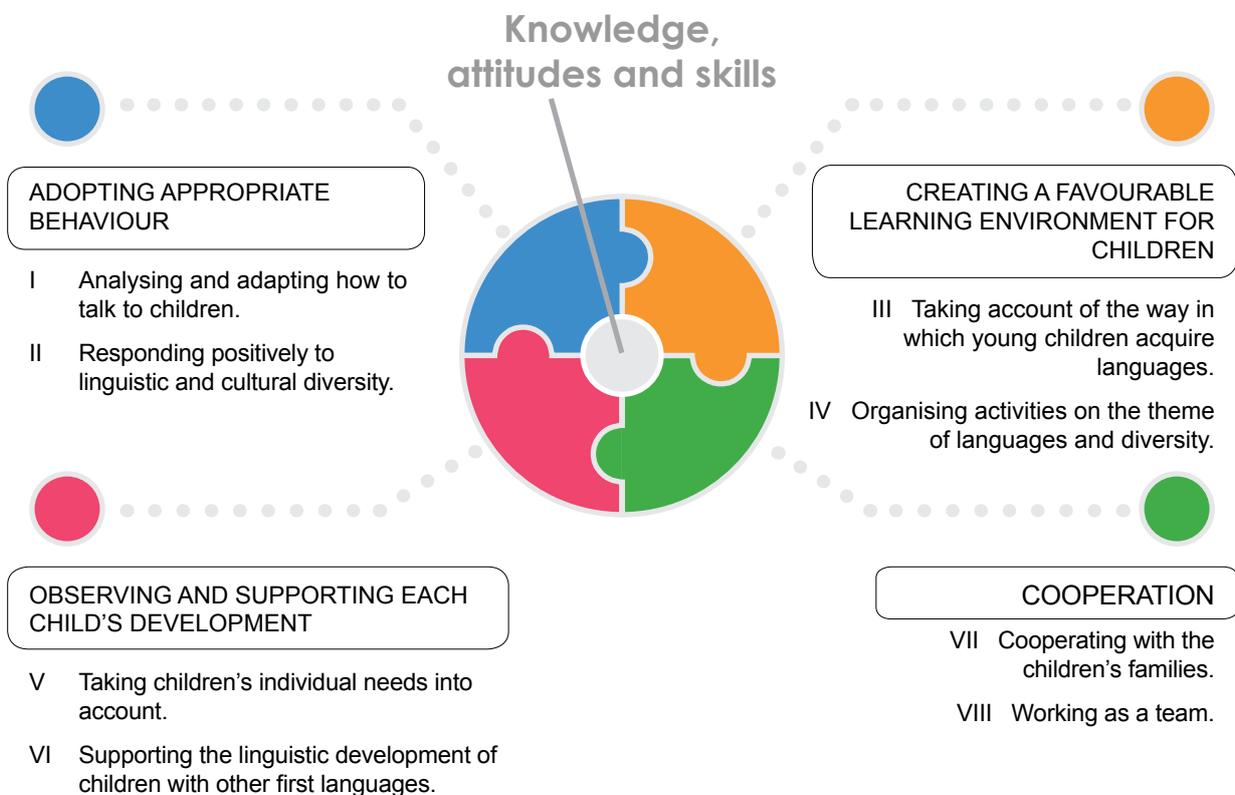
- engage in an inner dialogue and manage your own professional development
- promote exchanges with your peers, your trainers or in the framework of action-research projects
- reflect in depth upon the professional competences which every pre-primary educator should
- develop in relation to languages and cultures
- conduct a self-assessment and set yourself progress targets for the acquisition of these competences

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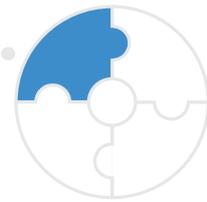
List of descriptors for professional competences

PEPELINO breaks down the professional skills associated with children's linguistic and cultural development into four domains and eight fields of competence, with each domain being divided into two fields of competence.

Each of these competences involves a combination of appropriate knowledge, skills and attitudes.



The descriptors are grouped in eight fields. Users' reflections are guided by these descriptors and questions related to typical situations of working with young children. These different educational situations have the common feature of contributing to the gradual construction of children's plurilingual competences and intercultural education.



Adopting appropriate behaviour

I. Analysing and adapting how to talk to the children.

1. I can tell whether the language I am using is well adapted to the abilities and needs of children in this age group.
2. I can react effectively when the children do not seem to understand everything I am saying to them.
3. I can make each child feel involved in the discussion.
4. I can encourage the children to participate actively in discussions.
5. I can use the language(s) that I speak with the children for achieving specific objectives in terms of their linguistic development.
6. I can also ...

II. Responding positively to linguistic and cultural diversity.

1. I can convey to the children my interest in linguistic and cultural diversity.
2. I can respond positively when linguistic and cultural diversity is manifested in the way children express themselves or behave.
3. I can treat the fact that some children are plurilingual and have experience of different cultures as a real resource for the group.
4. I can take action to ensure that families who speak other languages or come from different cultures receive a positive welcome in the institution.
5. I can identify possible causes of misunderstanding due to differences of cultural behaviour and act as a mediator between children, parents or other adults.
6. I can also ...



Creating a favourable learning environment for the children

III. Taking into account the way in which young children acquire languages.

1. I can organise the classroom space in a way that encourages the children to join in with language-related activities and to interact with each other.
2. I can encourage the children to use non-verbal communication to support oral expression.
3. I can make use of each activity in order to foster the children's language development.
4. I can take account of the emotional dimension in linguistic exchanges with and between the children.
5. I can use the resources offered by information and communication technologies to develop the children's language skills and cultural awareness.
6. I can also

IV. Organising activities on the theme of languages and diversity.

1. I can draw on the presence of different languages and cultures in the immediate environment.
2. I can guide the children in their encounters with different linguistic or cultural behaviour and encourage them to talk about this subject.
3. I can draw maximum benefit from the moments when the children start to become aware of the workings of the language.
4. I can give a communicative dimension to moments of reflection about language.
5. I can stimulate children's curiosity about writing.
6. I can also ...



Observing and supporting each child's development

V. Taking children's individual needs into account.

1. I can identify each child's communication skills and language needs using appropriate observation instruments.
2. I can help each child progress at his/her own pace.
3. I can ensure that each child is given the opportunity to speak.
4. I can help develop each child's confidence in the use of languages.
5. I can respond to difficulties of oral expression that a child may encounter.
6. I can also

VI. Supporting the linguistic development of children with other first languages.

1. I can take account of the specific situation of children with other first languages in order to identify their individual abilities and needs.
2. I can take account in the support that I give these children of their particular linguistic or cultural competences and knowledge.
3. I can help children to draw on their first language in order to make progress in acquiring the language used for exchanges within the group.
4. I can encourage exchanges between children with different levels of proficiency in the language being used.
5. I can react appropriately to verbal or non-verbal behaviour that may stem from different cultural traditions.
6. I can also ...

Cooperation

VII Cooperating with the children's families

1. I can see to it that all the people with responsibility for the child feel welcome in the institution.
2. I can involve the families in teaching projects that are directly related to the children's linguistic and cultural development.
3. I can exchange with the children's families about the activities that are the most conducive to children's language acquisition.
4. I can exchange information with the children's families about their progress.
5. I can encourage the incorporation of resources existing within the families into the organisation of activities with the children.
6. I can also ...

VIII Working as a team

1. I can contribute to an effective exchange of practices and ideas between team members.
2. I can collaborate with other team members on joint projects related to the children's linguistic development.
3. I can accept remarks, queries and advice from colleagues or teacher educators and take them into account in my management of the group.
4. I can provide colleagues or primary school teachers with useful information about the linguistic development of the children for whom I am responsible.
5. I can use the resources offered by partnerships with other institutions or associations.
6. I can also ...



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ENG

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All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

