

TAPPEO Project Newsletter

Summer Edition



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Welcome to the summer TAPPEO project newsletter!

The summer months have been a period of remarkable energy and dedication for our consortium as we continue working to finalise key project milestones. Much of this progress has been driven by the collaboration during our face-to-face workshops held in Helsinki in June 2026, which brought together 37 educators from across Europe to design classroom activities and engage in discussions on the integration of digital tools in early education.

We are delighted to announce that the findings of our Needs Analysis will soon be available, alongside an innovative curriculum packed with practical activities tailored for educators working with children aged 3 to 7. Looking ahead, we are actively channelling our efforts into preparing our upcoming webinars scheduled for 9 September 2026. Be sure to keep an eye on our website to stay up to date with all the latest project news and resources! Thank you for being part of this journey.



Alonso Mateo Gomez, Project Coordinator.

CURRENT WORK AT TAPPEO PROJECT

Our consortium has reached several key milestones this period.

Sneak Peek: Key Insights from our Transnational Needs Analysis (D2.2)

Our recent survey conducted across nine partner countries offers a revealing look into the realities, challenges, and opportunities of early plurilingual education across Europe. While educators across Europe strongly embrace the value of linguistic diversity, many feel the need for greater pedagogical support and specialised training. Oral expression and vocabulary development stand out as the primary areas where young learners need support, particularly in classrooms where teachers and children do not share the same home language. Stay tuned for the official release of the full report!



Developing Our Plurilingual Curriculum: Final Touches (D2.3)

Building on the dedicated work carried out since the launch of TAPPEO, we are delighted to be finalising our comprehensive plurilingual curriculum. This key milestone has been made possible thanks to the close collaboration among all consortium partners and the invaluable contributions of educators during our face-to-face workshops in Türkiye, Norway, and Finland. Designed specifically for teachers in early childhood and early primary education, the curriculum offers a collection of practical, innovative activities that we will be expanding throughout the whole duration of the project to nurture language diversity and support young learners in their daily classroom routines.

Digital & AI Tools Report: Finalising Key Insights (D4.1)

Our Comparative Report on Digital and AI Tools will soon be finalised. The study highlights that digital tools best support young plurilingual learners when embedded in play-based activities, helping foster natural communication, engagement, and language development.

Stay Connected! We will be sharing regular progress updates and insights across our platforms. Be sure to follow our website and social media channels to stay tuned for the latest developments!



TAPPEO WORKSHOPS IN HELSINKI



From June 8 to June 9, 2026, the TAPPEO consortium successfully hosted a two-day intensive face-to-face workshop in Helsinki, Finland. The event brought together in-service and pre-service teachers with the primary objective of enhancing professional competences in early language acquisition. Under the theme "Crafting Engaging Educational Activities for Young Learners of English," participants engaged in collaborative design, peer evaluation, and field observations. The workshop achieved its target output, resulting in the creation of 4 high-quality, group-designed activity scenarios ready for classroom implementation.



Theoretical and practical sessions highlighted dynamic ways to foster early language learning. Project Coordinator Alonso Mateo Gómez (UCLM) shared four foundational teaching principles—simplicity, repetition, movement (TPR), and visual aids—to bridge language barriers for 3–6-year-olds before oral fluency develops. Michael Dirhalidis (PLATON Schools) presented "A World of Us," a values-driven cooperative board game that leverages multimodal play to practice English while promoting empathy and inclusion. Both contributions demonstrated how combining multi-sensory tools with structured play creates inclusive, meaningful plurilingual classrooms.

More about the workshops in Finland!



Hands-On Activity Co-Creation.

A central highlight of the Helsinki workshops was the hands-on co-creation phase, where educators collaborated across working groups to design practical plurilingual learning scenarios. Facilitated by José Reyes Ruiz, Raquel Bravo, and Mihaela Vatavu, through structured peer feedback and iterative teamwork, educators defined step-by-step classroom procedures while integrating engaging digital elements.

Digital & AI Innovation in Early Learning

To guide and refine these scenarios, Dr. Letizia Cinganotto (UniStraPG) presented key insights on using artificial intelligence and interactive digital storytelling in preschool settings, highlighting technology as a valuable tool that supports—rather than replaces—the essential pedagogical role of the teacher.



Classrooms in Action: Our Study Visit to Kruununhaan Ankkalampi – Duckies

To complement the theoretical sessions, participants enjoyed an inspiring study visit to the Kruununhaan Ankkalampi – Duckies nursery school. This visit offered a valuable firsthand look at how Finland's renowned play-based pedagogy and early language immersion practices are successfully brought to life in everyday classroom routines.

TAPPEO Webinars



Join Us for Our
Webinars

Mark Your Calendars: Upcoming Tappeo webinars!

The TAPPEO consortium is pleased to announce two online webinars dedicated to advancing plurilingual education and inclusive teaching practices in early childhood classrooms. The first session, organized within the framework of WP2 under the title "Introduction to Multi-/Plurilingualism and early childhood education", will take place on **Wednesday, September 9, 2026, from 16:30 to 17:30 CEST.**

Led by speaker Prof. Gunhild Tomter Alstad from Inland Norway University of Applied Sciences (INN University, Norway). This one-hour webinar will delve into concepts of early multilingual development, examining how young children acquire and navigate multiple languages in preschool settings, providing frameworks to help educators create language-rich environments, understand translanguaging, and foster early language awareness.

A second webinar dedicated to Work Package 3 on "Culturally Responsive Teaching" will be held in late September 2026, organized and facilitated by the Ankara University (Türkiye). Focus: Inclusive classroom practices, valuing cultural diversity, and family engagement.

Stay tuned for the official links and invitations on our website!

TAPPEO PARTNER MEETINGS

European projects give us a chance to build meaningful partnerships, work with leading educational experts across Europe, and move our shared goals forward. While virtual exchanges sustain our daily momentum, in-person cooperation remains vital for strategic alignment. Our latest face-to-face consortium meeting took place alongside the workshops in Helsinki in June 2026, where an entire day was dedicated to internal project coordination, reviewing milestones, and planning our upcoming phases.



True Child Participation: The Lundy Model across the EU

Professor Laura Lundy, who works at UCC, QUB and with the EU, has created a model of child participation (known as The Lundy Model) to show how to include children in conversations about their rights and to make sure that children's right to be heard is put into practice. **At TAPPEO, we believe the Lundy Model offers key tools and inspiration for everyone dedicated to early childhood and plurilingual education.** Work and interactions with children are based in many public bodies across Europe are now on this model. The model has four main parts:

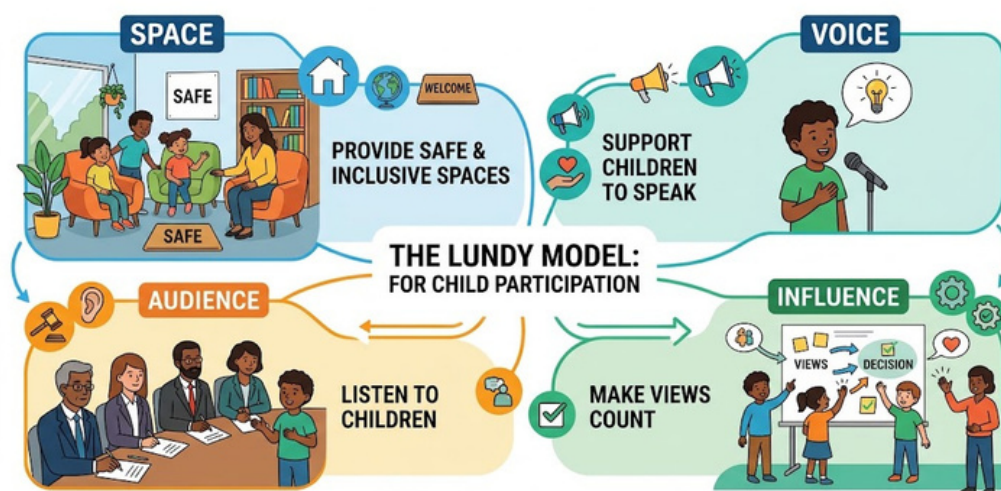


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1- Space

Adults must create safe and welcoming opportunities (spaces) to share their opinions. Adults need to make these spaces accessible, with a well-trained staff. Children from different backgrounds should be included and feel well taking their space.

2- Voice

Adults must help children and encourage them to share their thoughts and feelings. This means giving them the information, support, and freedom to decide if and how they want to express themselves.

3- Audience

Decision makers and/or people in power should carefully listen to what children say. Adults need to genuinely commit to hearing and responding to children's views.

4- Influence

Children's views should have a real and tangible impact on decision-making. Decision-makers should consider their opinions carefully and give feedback to children on how their views were considered or why certain decisions were made.

The Lundy Model has transformed the global understanding of child participation. UN, European Commission, international organisations, national governments, and NGOs worldwide have used it to ensure children are involved in important decisions.

Meet our partners

University for Foreigners of Perugia, Italy



Università
per Stranieri
di Perugia

UNIVERSITÀ ITALIANA E INTERNAZIONALE

Università per Stranieri di Perugia (Italy) is an internationally recognized institution specializing in linguistics, plurilingualism, and the pedagogy of language learning. With extensive expertise in teacher education, language assessment, and intercultural dialogue, UniStraPG serves as a crucial academic pillar within our consortium, helping drive research-informed practices for early language development and inclusive classroom environments.

Daugavpils University, Latvia



Located in Latvia, Daugavpils University (DU) is a dynamic institution of higher education and research, serving as a regional centre of academic excellence and innovation. Offering a comprehensive spectrum of degree programmes and research initiatives, DU is committed to modern pedagogy, regional development, and international cooperation. As a key partner in our consortium, Daugavpils University contributes to the academic expertise, fostering cross-border collaboration and supporting our shared goals in educational advancement.

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