



Building blocks for planning language-sensitive teacher education

Teacher Competence Profiles for language-sensitive education

Dimension 1: Professional values and principles for language-sensitive education

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| 1 A | Considering all learners' need for, and their right to, language-sensitive education |
| 1 B | Respecting all languages and cultures and recognising their importance for each learner's identity |
| 1 C | Respecting how language-sensitive education contributes to democratic culture |

Dimension 2: Language and communicative competences

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| 2 A | Using language(s) for one's professional development related to language-sensitive teaching |
| 2 B | Using language(s) in a language-sensitive way when teaching and interacting with learners |
| 2 C | Using language(s) to collaborate with different stakeholders in education to meet the aims of language-sensitive education |

Dimension 3: Digital competences for language-sensitive teaching and learning

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| 3 A | Using digital instruments for one's professional learning related to language-sensitive teaching |
| 3 B | Exploiting information technology in a language-sensitive way for teaching and accompanying learning |
| 3 C | Using digital instruments when collaborating with different stakeholders to foster language-sensitive education |

Dimension 4: Metalinguistic, meta-discourse and metacultural competences

4.1 Metalinguistic competences for language-sensitive education

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| 4.1 A | Analysing aspects of discourse and texts (language in use) related to, and extending beyond, the subject(s) one teaches |
| 4.1 B | Analysing aspects of language variation (e.g. registers and dialects) and multilingualism (e.g. multilingual societies, code-switching/translanguaging) that are relevant for language-sensitive education |



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| 4.1 C | Understanding the relevant aspects of the language system, in areas such as phonology, morphology, syntax, semantics, pragmatics and writing systems, for the language-sensitive teaching of one's subjects, and across a range of languages |
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4.2 Meta-competences related to language acquisition and language learning

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| 4.2 A | Reflecting on the acquisition and learning of language(s) and literacy by children, adolescents and adults |
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4.3 Metacultural competences for language-sensitive education

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| 4.3 A | Reflecting on and analysing the cultural and language-related dimension of the subject(s) one teaches, including their history, assumptions, methods and content |
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Dimension 5: Teaching competences for language-sensitive education

5.1 Planning and preparing language-sensitive teaching

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| 5.1 A | Reflecting on how to use language(s) when interacting with learners during lessons |
| 5.1 B | Gathering and analysing information about the language and cultural repertoires of their individual learners and their literacy and oracy competences |
| 5.1 C | Using the information gathered about their learners' repertoires when planning lesson activities aimed at developing learners' language and literacy skills |
| 5.1 D | Consulting various oral, written, and multimodal resources and analysing their language and cultural features and their suitability for helping learners develop their language-related competences |

5.2 Conducting teaching and managing learning for language-sensitive education

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| 5.2 A | Using oral and written instructions and questions which are easily understood, expressing them clearly and, when necessary, repeating or rephrasing them |
| 5.2 B | Ensuring that learners notice and think about new terms and ways of using language relevant to the topics and learning objectives of their lessons |
| 5.2 C | Choosing when and for what purpose to use different kinds of classroom interaction – whole class teaching, group work, pair work etc. – to promote language development |
| 5.2 D | When introducing a given task and/or a new text, introducing or eliciting from learners new or difficult vocabulary and other language features and encouraging peer learning |



5.3 Learner management and the language-sensitive scaffolding of learning

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| 5.3 A | Using varied and appropriate communication strategies, including hints and suggestions, to elicit and respond to learners' contributions |
| 5.3 B | Catering for learners who have diverse educational and language needs and challenges, and ensuring that each learner has the kind of support they need to make progress, especially in terms of understanding and using language |
| 5.3 C | Using appropriate monitoring, clarification and encouragement techniques rather than direct correction when learners have difficulties with the language required for learning |
| 5.3 D | Consulting various oral, written and multimodal resources and analysing their language and cultural features and their suitability for helping learners develop their language-related competences |

5.4 Working towards learner autonomy in and beyond the language-sensitive classroom

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| 5.4 A | Getting learners to reflect on their language-related learning and encouraging them to take responsibility for the development of their language competences in and beyond classroom learning |
| 5.4 B | Encouraging and helping learners to set themselves achievable language-related goals, to work independently alone or with others on language skills related to the subject or topic, and to report back on their work |

5.5 Supporting learners' language development

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| 5.5 A | Selecting examples of spoken and written texts with the appropriate level of complexity to discuss how the language used relates to the content being worked on |
| 5.5 B | Being aware of and drawing learners' attention to the different language requirements and language development goals at successive levels of schooling |
| 5.5 C | Supporting individual learners in the appropriate use of academic language in written work related to their learning |

5.6 Assessment and evaluation of learners' progress and achievement

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| 5.6 A | Continuously evaluating learners' language-related progress in both subject and language teaching in order to aid future learning |
| 5.6 B | Regularly monitoring learners' language-related progress during teaching and identifying strengths as well as areas where improvement is needed |
| 5.6 C | Planning and carrying out summative evaluation based on transparent language criteria and providing useful information about the results to the learners and other stakeholders |
| 5.6 D | Using instruments for assessment and self-assessment that take the learners' entire language repertoires and their plurilingual competences into account |



Dimension 6: Competences for collaboration

6.1 Collaboration with other professionals for language-sensitive education

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| 6.1 A | Collaborating on language-sensitive education with colleagues working at one's own and other institutions, including fellow teachers, special needs managers and educational authorities |
| 6.1 B | Working with colleagues on developing language-sensitive approaches to teaching across all subjects |
| 6.1 C | Engaging in projects within and across subjects to help develop and implement a whole-school language policy |

6.2 Collaborating with parents (where applicable) for language-sensitive education

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| 6.2 A | Collaborating with parents to inform them about, and listen to their reactions to, the aims and methods used for the language-sensitive education of their children |
| 6.2 B | Encouraging parents to take an active role, as appropriate and feasible, in supporting their children's language acquisition and language-related learning |

Dimension 7: Competences for initial education and career-long development

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| 7 A | Further developing the professional competences for language-sensitive education outlined in the various dimensions above by actively participating in organised professional learning opportunities, from initial education to continuing professional development (CPD) |
| 7 B | Seeking out and choosing from a range of informal or self-selected professional learning opportunities related to or involving language-sensitive education, including self-assessment, self-study, teaching a different level or age group, contributing and/or piloting new materials, etc. |
| 7 C | Considering the interrelation between language-sensitive education and mental wellbeing, and exploiting appropriate strategies when necessary |