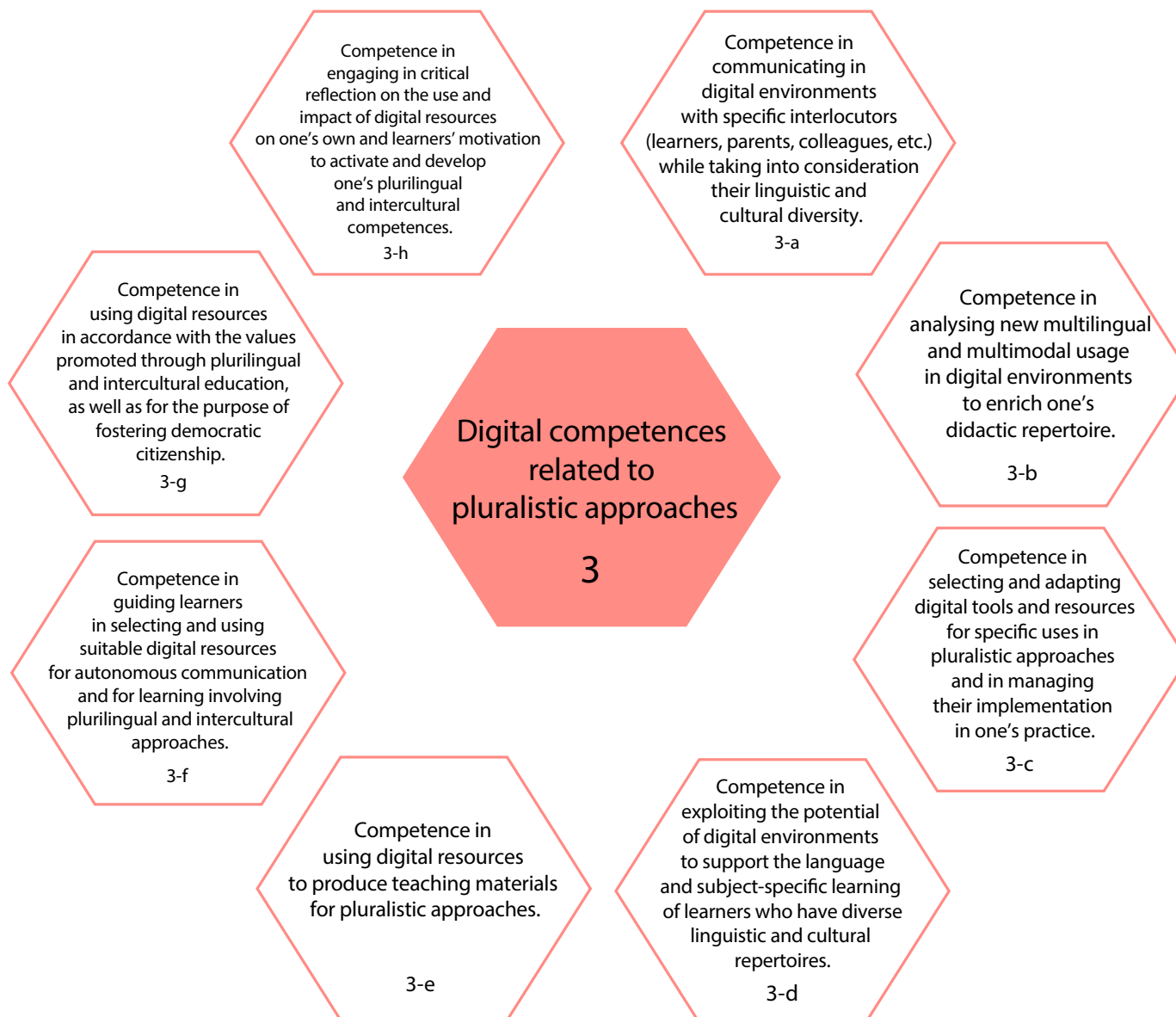*This dimension focuses on teacher competences in the digital domain, which increasingly offers opportunities for identifying and developing resources and aids to teaching and learning aimed at linguistic and cultural diversity and the strengthening of democratic citizenship.*

The descriptors cover a wide range of competences, starting from the ability to communicate with plurilingual and pluricultural interlocutors in digital environments. This is followed by competence in analysing various forms of multilingual and multimodal online usage with a view to applying them in pluralistic approaches to classroom practice. The final descriptor is about critical reflection on the use and impact of digital resources on the development of one's plurilingual and intercultural competences.

For further details, see the section on dimension 3 in the general presentation.

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Descriptors dimension 3
Digital competences related to pluralistic approaches

TePA

Competence in engaging in critical reflection on the use and impact of digital resources on one's own and learners' motivation to activate and develop one's plurilingual and intercultural competences.
3-h

Competence in communicating in digital environments with specific interlocutors (learners, parents, colleagues, etc.) while taking into consideration their linguistic and cultural diversity.
3-a

Competence in using digital resources in accordance with the values promoted through plurilingual and intercultural education, as well as for the purpose of fostering democratic citizenship.
3-g

Digital competences related to pluralistic approaches
3

Competence in analysing new multilingual and multimodal usage in digital environments to enrich one's didactic repertoire.
3-b

Competence in guiding learners in selecting and using suitable digital resources for autonomous communication and for learning involving plurilingual and intercultural approaches.
3-f

Competence in selecting and adapting digital tools and resources for specific uses in pluralistic approaches and in managing their implementation in one's practice.
3-c

Competence in using digital resources to produce teaching materials for pluralistic approaches.
3-e

Competence in exploiting the potential of digital environments to support the language and subject-specific learning of learners who have diverse linguistic and cultural repertoires.
3-d