



Developing teacher competences for pluralistic approaches  
Développer des compétences enseignantes pour les approches plurielles

# Developing teacher competences for pluralistic approaches: materials for teacher education



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# Developing teacher competences for pluralistic approaches – *materials for teacher education*

Our materials are composed **Sequences of tasks / units** to be used for teacher education:



- ❖ Each unit focuses on the **development of one or more of the competences or attitudes** listed in the **framework** of teacher competences for pluralistic approaches.
- ❖ Each unit is accompanied by a document containing **indications to facilitate the use and/or adaptation by teacher educators**
- ❖ This document also contains **a scenario** to facilitate the adaptation by users of the proposed sequence or the creation of a different one

*See the overview on the next slide*





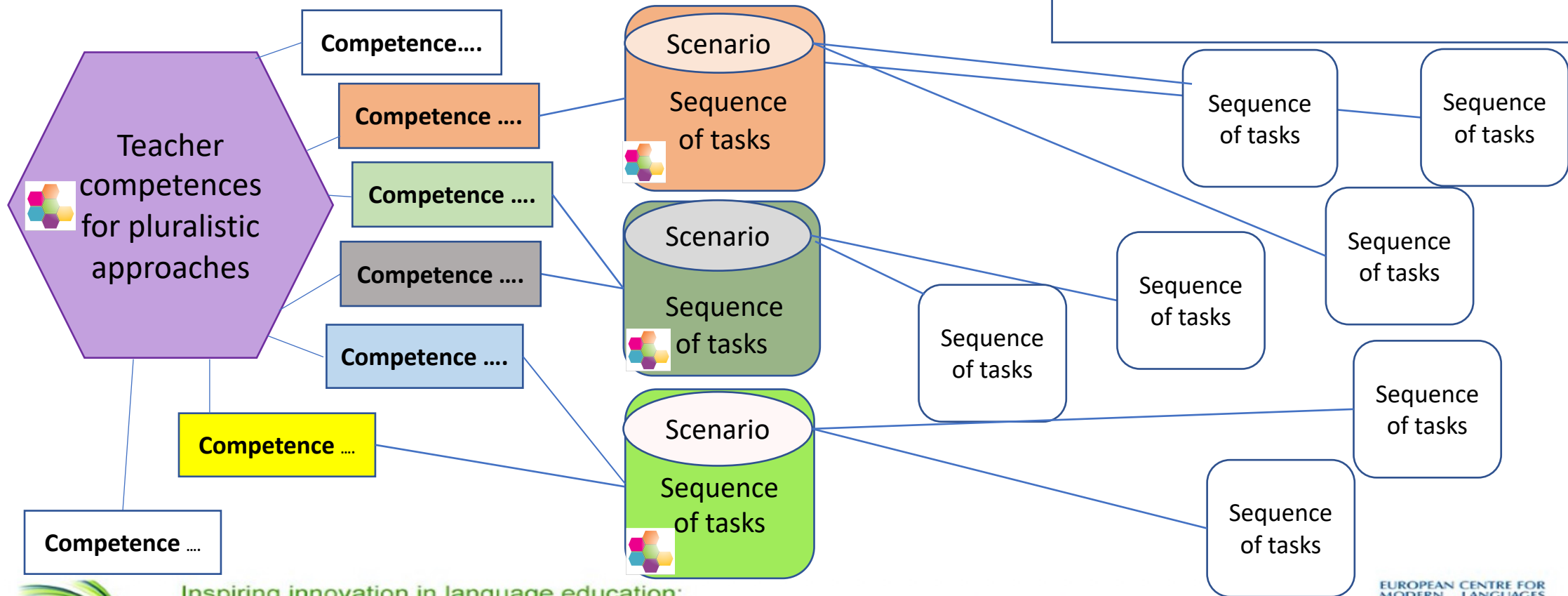
# Developing teacher competences for pluralistic approaches

## Développer des compétences enseignantes pour les approches plurielles

A framework of competences

For the development of certain competences in teacher education, **units /sequences of tasks** corresponding to **scenarios**

Users can draw on the scenarios to **create new sequences of tasks**, by adapting or replacing the proposed tasks or changing their order



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## A few extracts as examples

Each unit focuses on the **development of one or more of the competences and attitudes listed.**

The tasks proposed also allow for the **development of other related competences and attitudes.**







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## Materials for teacher education– extracts – target and related competences: *an example*

Competence targeted in this unit:

***Competence in exploiting the specific potential of pluralistic approaches for enhancing motivation for language and cultural learning. (Dimension 5)***

### Related competences and attitudes

- *Having confidence in one's own ability to use approaches that involve working with multiple languages, linguistic and cultural varieties including unfamiliar ones. (Dimension 1)*
- *Competence in organising one's teaching as a multilingual space by offering plurilingual and intercultural experiences. (Dimension 5)*
- *Competence in creating a positive learning atmosphere towards linguistic and cultural diversity, plurilingualism/multilingualism. (Dimension 5)*
- *Competence in helping learners to draw on their linguistic and cultural repertoires for language learning. (Dimension 5)*
- *Competence in supporting and encouraging learners in activities specific to pluralistic approaches (Dimension 5)*
- *Competence in prompting learners to reflect on ways of using their linguistic and cultural repertoires and their benefits. (Dimension 5)*



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Materials for teacher education– extracts –  
target and related competences: *another example*

### Targeted attitude:

**Having confidence in one's own ability to use approaches that involve working with multiple languages, linguistic and cultural varieties including unfamiliar ones.**

(Dimension 1: Commitment to values and principles linked to pluralistic approaches, descriptor 1-l)  
This attitude plays a role in the development of competence 5.2-c: Competence in helping learners to draw on their linguistic and cultural repertoires for language learning, as well as in the development of competence 4-b-2 Competence in analysing learners' productions in the target language in the light of the languages in their repertoires



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# Materials for teacher education– extracts – *examples*

Extract of a unit focusing on the whole of Dimension 1:

## ***Commitment to values and principles for the use of pluralistic approaches***

### Step 1 Language and cultural education in multilingual and multicultural societies

1. In our increasingly multilingual and multicultural societies, language and culture education is a necessity.

In groups of four, think about the following statements and rank them (from the one you agree with most to the one you agree with least)

One should start studying languages when one is very young, otherwise there is no point.

Learning a language with an international reach guarantees access to quality education.

Travelling is essential for getting to know other languages and cultures.

The more cultures you encounter, the better you learn to relate to your own culture.

Language and cultural education must start in the family.

The role of schools is to provide equal access to languages and cultures for all learners.





## Materials for teacher education– extracts – *examples of tasks*

Extract from a sequence of tasks focusing on “**Competence in helping learners to build informed representations of linguistic and cultural diversity**” (Dimension 5)

*In the first part of this unit, through various tasks, participants have:*

- *exchanged on their own representations of languages*
- *developed their ability to identify representations of languages in various texts and in learners' discourses*

*Work is then carried out on how to address these questions with learners...*







## Materials for teacher education– extracts – *examples of tasks*

**4. Below are six extracts from the language biographies of Romanian learners aged 12-14. They refer in particular to the subjects' mother tongue. Choose three of these extracts and, in groups of three:**

- a. Say why you have chosen these three extracts and left out the others**
- b. Formulate four-five questions you would ask about them:**
  - a) in a teacher education course**
  - b) in a classroom with learners.**

**Discuss the questions you formulated and their possible implications for didactic communication (potential for conflict, opening up to issues of overgeneralization, ways of counteracting these phenomena in the classroom, etc.).**





## Materials for teacher education– extracts – *examples of tasks*

Extract from a unit targeting the attitude : ***Having confidence in one's own ability to use approaches that involve working with multiple languages, linguistic and cultural varieties including unfamiliar ones.*** (Dimension 1 )

*The participants are invited to watch a video of a teaching practice, and then:*

**II. Individually,** consider these descriptors of attitudes and competences and identify those that you think are demonstrated by this teacher. Make some notes on the elements of the video that you have observed in relation to the descriptors that you consider to be present. It will probably be necessary to watch the video several times.







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<b>Attitudes and competences</b> (1-b, 1-e et 1-f are attitudes, all the other descriptors are competences)	<b>Demonstrated by this teacher</b> <b>yes/no</b>	<b>Elements observed in the video</b>
1-a Being <b>interested</b> in and <b>open to</b> plurilingualism and the <b>diversity</b> of linguistic and cultural phenomena		
1-d Conceiving the <b>learner as a beneficiary and a resource</b> for plurilingual and intercultural education		
1-e Aspiring to the <b>inclusion</b> of learners and other members of the educational community <b>across their linguistic and cultural diversity</b>		
4.2-b Competence in <b>analysing learners' productions</b> in the target language in the light of the <b>languages in their repertoires</b> .		
4.c Competence in <b>analysing and comparing languages and language varieties, even unfamiliar ones</b> .		



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## Materials for teacher education– *examples of tasks*

Extract from a unit targeting « *Competence in developing one's didactic and pedagogical repertoire for pluralistic approaches* » (Dimension 7) – engagement in a reflective approach.

*The participants are invited to read the descriptions of two educational projects inspired by pluralistic approaches.*

*They are then guided in reflection on the competences needed for this type of approach, as well as on and strategies for developing them.*

(In Lourenço, M., Andrade, A. I., & Sá, S. (2018). Teachers' voices on language awareness in pre-primary and primary school settings: implications for teacher education. *Language, culture and curriculum*, 31(2), 113-127). (traduit par nos soins)

### Project 2: from my world I can see the other

#### Project 2: from my world I can see the other

Project 2 was developed collaboratively, sharing a cross-disciplinary philosophy, with three teachers (Grades 1, 3 and 4) of the same rural primary school in Portugal (Sá, 2012). Sixty-nine children, ages 6–11, of medium to low socioeconomic background, participated in the study. All children were Portuguese native speakers and had extracurricular English classes at school. There were two Roma children in the group and three with a migrant background. The main aim of this project was to understand the impact of LA activities, conducted within the scope of an education for sustainable development, in children attending primary school. [...] Therefore, it is important to cultivate in every human being, from an early age onwards, the attitudes, knowledge and skills necessary to preserve biocultural diversity and to ensure the integrity and stability of the planet for generations to come.

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## Materials for teacher education - *examples of tasks*

*Throughout the unit and in particular at the end of it – in the evaluation phase – participants develop their reflective competences in this domain.*

### Self-evaluation

**What do you think you have learned to do in this sequence of tasks?**

**Give an example of knowledge that you feel you have learned. Give an example of a representation about languages that you feel you have changed.**

**Continue the following sentence according to how you feel now:**

***When I am faced with a tricky situation created by students in class about languages,  
I ...***





## Materials for teacher education – *information and suggestions for teacher educators - examples*

*The materials are accompanied by guidelines for teacher educators to facilitate their use. Here is an extract from a unit on dimension 1: Commitment to values and principles for the use of pluralistic approaches*

### Beforehand

- If necessary, do activities 1 and 2 of the unit on representations
- If participants need more information on "plurilingual and intercultural education" they can refer to the glossary
- If participants need more information on plurilingual approaches, they can refer to the ECML documents on the [FREPA website](http://www.ecml.at)







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# Materials for teacher education – *information and suggestions*

*for teacher educators - examples*

*Another example in the same unit: the guidelines for teacher educators explain the rationale behind the way the tasks are sequenced*

## **Step 3 Pluralistic approaches: contribution to the promotion of the values already stated**

The tasks carried out in step 2 have raised participants' awareness of important values for education and contributed to developing or confirming their commitment to these values.

The next step is to discover that:

1. pluralistic approaches enable teachers to act in line with these values
2. the use of pluralistic approaches presupposes that teachers adhere to certain principles which will be discovered at the end of the task [...]



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## Materials for teacher education - Scenarios

Each unit is accompanied by a **scenario**, which has a double function:

- ❖ Provide an **overview** of the proposed tasks
- ❖ Offer **alternatives**, open up the possibility of other sequences that the teacher educator might want to create according to the characteristics of his or her audience (age of the learners, participants' knowledge of pluralistic approaches, particular context, curriculum, ...)

*An example*





## Scenario – Extract from the scenario for a unit on dimension 1

Provides a quick overview of the different steps of the proposed sequence...

... and suggestions for other alternatives.

Aims

Tasks

Remarks

	Aims	Tasks	Remarks
Step 2	Facilitating commitment to certain values concerning the way in which schools deal with learners' diverse linguistic and cultural backgrounds	1- (Independent or guided) reading of texts related to learners' (global / linguistic (and cultural)) rights 2- Reflection in groups: comparing everyday life experience with these texts - alternative 1: free comparison - alternative 2: based on a table to be filled in	<i>Alternative:</i> Start by giving the four points proposed in the document: dignity - freedom - equality and non-discrimination - identity and ask the participants to agree on what this means for them as far as languages are concerned. Then read the texts.







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Extract from a scenario for a unit targeting the development of *Competence in exploiting exploiting the specific potential of pluralistic approaches for enhancing motivation for language and cultural learning. (Dimension 5)*

<p>Step 3</p>	<p>- To give participants the opportunity to experience carrying out a task which is characteristic of pluralistic approaches from the learner's perspective</p> <p>- Facilitate reflection on this experience:</p> <ul style="list-style-type: none"> <li>○ observation and verbalisation of the strategies used to carry out the task</li> <li>○ verbalising and analysing feelings</li> <li>○ linking these feelings with</li> </ul> <p>a) specific characteristics of the task</p> <p>b) the parameters mentioned above concerning the teacher's role in supporting and reinforcing motivation</p>	<p>5. Participants carry out a task which is characteristic of pluralistic approaches, in groups, with one observer in each group.</p> <p>6. They discuss the strategies they used to carry out the task, their feelings and what may have provoked / reinforced these feelings.</p>	<p>- The task proposed here is suitable for many contexts. If it is not:</p> <p><b>Alternatives:</b></p> <p>- The same task can be kept, but with other languages. The text in other languages can be found here: <a href="http://www.lexilogos.com/declaration/index.htm">http://www.lexilogos.com/declaration/index.htm</a></p> <p>- Another task can be chosen (e.g., depending on the type of pluralistic approach you want to highlight).</p> <p>N.B.: This task should be of sufficient difficulty for participants to experience the position of the learner and the elements that may have an impact on motivation during this experience.</p>
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