

Descriptors for dimension 5

Didactic and pedagogical competences for pluralistic approaches

This dimension consists of a set of didactic and pedagogical competences for pluralistic approaches. These competences include the planning of the teaching/learning process, the management of this process, the assessment and evaluation of the progress and achievements of learners resulting from the use of pluralistic approaches, and teachers' reflection on and analysis of their implementation of pluralistic approaches.

For further details, see the section on [dimension 5](#) in the general presentation.

List of descriptors

5.1 PLANNING A TEACHING/LEARNING PROCESS BASED ON PLURALISTIC APPROACHES

- a. Competence in defining learning objectives for plurilingual and intercultural education that are adapted to the context.
- b. Competence in identifying the relevance of using pluralistic approaches in one's context.
- c. Competence in basing one's didactic choices on knowledge of the linguistic and cultural diversity of learners and of the overall educational context.
- d. Competence in basing one's didactic choices on an analysis of the plurilingual and intercultural competences, as described in the FREPA, which the learners have already developed.
- e. Competence in organising teaching within a multilingual space by including plurilingual and intercultural experiences.
- f. Competence in selecting the languages and the language registers to be used according to the learning objectives and the learners' repertoires.
- g. Competence in organising language-switching experiences and exploiting these for teaching purposes.
- h. Competence in organising teaching in a flexible way which acknowledges the learners' linguistic and intercultural experiences.
- i. Competence in selecting and/or producing a variety of teaching resources and materials suitable for the implementation of pluralistic approaches.

5.2 MANAGING A TEACHING/LEARNING PROCESS USING PLURALISTIC APPROACHES

The teaching context

- a. Competence in using pluralistic approaches in ways that are suited to the teaching context and the learning objectives.
- b. Competence in making use of school and community resources, as well as digital resources, to increase opportunities for inclusion of a diversity of languages and cultural content, including in interactions among learners.

Language and (inter)cultural learning

- c. Competence in helping learners to draw on their linguistic and cultural repertoires for language learning.
- d. Competence in helping learners to draw on their prior language learning experiences and strategies to facilitate new learning and develop their learning competences.
- e. Competence in helping learners to make use of the similarities between languages in order to understand and learn them.
- f. Competence in helping learners to use switching between languages as a means of improving communication and learning.
- g. Competence in helping learners to draw on the diversity of languages to develop their metalinguistic, metacultural and metacommunicative competences.
- h. Competence in combining pluralistic approaches with approaches that focus only on one language or culture in order to promote linguistic and cultural learning.
- i. Competence in using different languages to manage interaction when teaching and involving other speakers if necessary.
- j. Competence in making use of opportunities, including virtual opportunities, for learner mobility to broaden the range of linguistic and cultural experiences and the inclusion of these in teaching and learning.
- k. Competence in exploiting the potential of pluralistic approaches to enhance motivation for language and cultural learning.

Education

- l. Competence in raising learners' awareness of the social and personal significance of languages and cultures, including in their own relationship to languages.
- m. Competence in exploiting the potential of pluralistic approaches to foster the development of learners' self-confidence and self-esteem.
- n. Competence in helping learners to develop informed representations of linguistic and cultural diversity.
- o. Competence in building on pluralistic approaches to foster commitment to the principles of linguistic, cultural and social equity, as well as democratic citizenship.

Facilitating classroom work

- p. Competence in supporting and encouraging learners when they are participating in activities based on pluralistic approaches.
- q. Competence in creating an atmosphere for learning in which linguistic and cultural diversity, plurilingualism and multilingualism are viewed positively.
- r. Competence in prompting learners to reflect on ways of using their linguistic and cultural repertoires and on the benefits of these repertoires.

5.3 EVALUATING AND ASSESSING LEARNERS' PROGRESS AND ACHIEVEMENTS RESULTING FROM THE USE OF PLURALISTIC APPROACHES

- a. Competence in defining assessment items that match the plurilingual and intercultural learning objectives targeted by pluralistic approaches.
- b. Competence in organising assessment (or self-assessment) procedures to assess learners' achievement of plurilingual and intercultural learning objectives
- c. Competence in organising (self-) assessment procedures (e.g. multilingual tasks) that allow learners to draw on their various linguistic and cultural resources.
- d. Competence in defining and applying criteria for the (self-) assessment of learners' progress in developing their plurilingual and intercultural competence.
- e. Competence in providing feedback that raises learners' awareness of the objectives to be achieved in the development of plurilingual and intercultural competence and of their progress towards these objectives.

5.4 REFLECTING ON THE IMPLEMENTATION OF PLURALISTIC APPROACHES

- a. Competence in reflecting on the effects of the use of pluralistic approaches on learner development, and in taking this into account to inform one's practice.
- b. Competence in critically analysing how the various learning activities one uses contribute to the development of plurilingual and intercultural education.
- c. Competence in identifying one's areas of linguistic and methodological insecurity related to the use of pluralistic approaches and in seeking to make improvements.