

Descriptors for dimension 6

Competences in collaborating with the whole educational community on the implementation of pluralistic approaches

The reason behind dimension 6 is the need for collaboration among teachers and across the entire educational community as part of building a shared teaching culture that promotes education for diversity and the inclusion of languages and cultures, not as separate subject areas, but as integral components of a global plurilingual and intercultural competence.

The descriptors in this dimension are organised by type of actors:

- the entire educational community, where the first step is to identify and mobilise the people with whom to collaborate (6.1)
- teachers of all subjects who are collaborating on joint plurilingual and intercultural education initiatives or, for example on the use of shared terminology to describe language/culture related teaching (6.2)
- people in management, inspection and/or teacher education roles with whom teachers need to collaborate (6.3)
- learners' families (6.4)
- learners themselves (6.5).

For further details, see the section on [dimension 6](#) in the general presentation.

6.1 Collaboration with various members of the education community as a whole (teachers, other educators (see 6.3), parents, learners)

- a. Competence in identifying and mobilising those members of the educational community who are able to collaborate on work with pluralistic approaches as a means of fostering plurilingual and intercultural education.
- b. Competence in working with different members of the educational community to take account of learners' needs and interests in furthering their plurilingual and intercultural development, in particular by embracing and valuing the languages in their repertoires.
- c. Competence in working with the various members of the educational community to develop interdisciplinary and pluralistic curricula which contribute to equitable education (e.g. by defining key transversal language competences, strategies for collaboration among subject teachers, assessment criteria).

6.2 Collaboration with other teachers

- a. Competence in jointly planning and implementing plurilingual and intercultural education initiatives with other teachers.
- b. Competence in developing interdisciplinary projects with teachers of languages and/or of other subjects with the aim of promoting plurilingual and intercultural education through pluralistic approaches.
- c. Competence in identifying, jointly with other language teachers, the connections to be established between the languages being learned by each learner.
- d. Competence in working collaboratively with language teachers and teachers of other subjects to highlight the role of language dimensions in all learning and to establish connections between their teaching of their respective subjects.
- e. Competence in jointly deciding on and using common terminology for discussing language / culture-related teaching.
- f. Competence in defining coherent criteria and developing tools jointly with other teachers for assessing learners' achievements and progress in terms of the development of their plurilingual and intercultural repertoires.

6.3 Collaboration with other actors in education (people in charge of school management, pedagogical advice, inspections and teacher education)

- a. Competence in jointly defining with education authorities and school managers the objectives of and means of implementing a plurilingual and intercultural education policy.
- b. Competence in identifying the obstacles to implementation of a whole school plurilingual and intercultural education policy through pluralistic approaches, and in working together to find ways to overcome them.
- c. Competence in participating in the development of partnerships with institutions in local, national or international contexts for the development of plurilingual and intercultural education projects.

6.4 Collaboration with families

- a. Competence in planning and carrying out joint actions with families to foster the plurilingual and intercultural development of learners.
- b. Competence in carrying out initiatives with families that can help ensure the presence of their languages in classroom work and within the institution.
- c. Competence in working with families to encourage learners to compare the languages in their linguistic repertoires and in their family and social environments.

6.5 Collaboration with learners

- a. Competence in working with learners to define and carry out their own plurilingual and intercultural development projects.
- b. Competence in working with learners to create an inclusive environment that promotes collaboration on plurilingual and intercultural learning between peers and with others in the educational context.
- c. Competence in undertaking initiatives with learners to promote the appreciation of linguistic and cultural diversity within the school, family and social environments.