

Descriptors for dimension 7

Competences for professional learning and development for pluralistic approaches

Dimension 7 deals with the competences and attitudes that enable teachers to develop the competences listed in dimensions 2 to 6, as well as the attitudes listed in dimension 1.

Very broad competences are described in 7.1 to 7.6. It is useful to refine and specify these in order to guide work on teacher education effectively.

Rather than providing a long list of formulations, a limited number of examples are offered based on two vectors¹ of professional development that are generally emphasised in the current literature on teacher education and that are of particular importance when it comes to education in pluralistic approaches.

Vector 1: active use of a reflective approach;

Vector 2: a willingness to change as an individual and adapt to contextual changes

For further details, see the section on [dimension 7](#) in the general presentation.

7.1 Competence in developing one's own values and principles regarding linguistic and cultural diversity and plurilingual and intercultural education.

Vector 1: 7.1-a Competence in critically examining one's own representations of languages by reflecting on their origins and their appropriateness for an equitable vision of education.

Vector 2: A 7.1 Willingness to modify one's own convictions concerning the impact of plurilingual and intercultural education on the social environment.

7.2 Competence in developing the plurilingual and intercultural dimensions of one's communicative repertoire.

Vector 1: 7.2-a Competence in analysing the full potential and limitations of the plurilingual and intercultural dimensions of one's communicative repertoire.

Vector 2: A 7.2 Being ready to adopt new plurilingual modes of communication which break with previous representations where conforming to norms is seen as necessary for all communication.

7.3 Competence in developing critical and reflective use of digital tools for pluralistic approaches.

Vector 1 : 7.3-a Competence in questioning one's use of digital tools in implementing pluralistic approaches.

¹ In the sense of elements that facilitate professional development, that lead to this development (from the Latin "vector", meaning one that leads, transports)

Vector 2 : A 7.3 Willingness to engage in discovering various digital tools and learning to understand their impact on one's own professional development.

7.4 Competence in developing new ways of reflecting on and analysing phenomena related to linguistic and cultural plurality.

Vector 1: 7.4-a Competence in examining how one addresses the dynamic nature of cultural phenomena.

Vector 2: A 7.4 Being ready to challenge one's spontaneous reactions when interpreting communicative behaviours.

7.5 Competence in developing one's didactic and pedagogical repertoire for using pluralistic approaches.

Vector 1: 7.5-a Competence in critically examining the links between one's own use of pluralistic approaches and the outcomes achieved by learners.

Vector 2: A 7.5 Being ready to challenge established didactic principles and practices related to language switching.

7.6 Competence in developing the ability to collaborate with various members of the educational community in the implementation of pluralistic approaches.

Vector 1: 7.6-a Competence in identifying one's own difficulties in working collaboratively on joint projects when implementing pluralistic approaches.

Vector 2: A 7.6 Willingness to engage in the search for effective ways of collaborating with others when implementing pluralistic approaches.