

Commitment to the values that underpin learners' rights




Document for teacher educators

This unit aims to promote the professional development of student teachers through reflection on the values, principles and attitudes needed to implement pluralistic approaches.

The proposed tasks focus on raising teachers' awareness of the complexity of language and culture-related phenomena in society and in schools in particular, as well as fostering commitment to certain values concerning the way in which schools address the diversity of learners' linguistic and cultural background.

N. B.: This unit does not require any concrete knowledge of didactic materials related to pluralistic approaches and can therefore be used relatively early on in an education course on pluralistic approaches.

Targeted attitudes	
Dimension 1	
<ul style="list-style-type: none"> ● <i>Being committed to the respect of learners' linguistic and cultural rights. 1-b</i> ● <i>Aspiring to linguistic and cultural equity for learners. 1-c</i> ● <i>Aspiring to the inclusion of learners and other actors of the educational community beyond their linguistic and cultural diversity. 1-e</i> 	
<p>(Reminder: Unlike the other dimensions, dimension 1 is not made up of competences, but only of attitudes.)</p>	

Scenario

Estimated overall length: 1h30

Supporting materials: If participants need additional information on "plurilingual and intercultural education" to carry out the proposed tasks, it can be provided from the glossary.

Step	Aims	Tasks	Remarks
Step 1	To raise awareness: <ul style="list-style-type: none"> - of the complexity of linguistic and cultural phenomena in society - of the fact that the various issues relating to language and cultural education and the role of school in this education are sensitive and subject to debate. 	1- Guided reflection (in groups) followed by plenary group discussion on: <ul style="list-style-type: none"> - the role of languages in society - the role of school in language and cultural education - equitable treatment of languages and cultures in schools. 	Optional step (depending on the time available)
Step 2	To facilitate commitment to certain values concerning the way in which schools address the diversity of learners' linguistic and cultural backgrounds.	1- Reading (free/guided) of texts relating to learners' (global/linguistic [and cultural]) rights. 2- Reflection in groups: comparing these texts with one's own experience <ul style="list-style-type: none"> - Alternative 1: free comparison - Alternative 2: using a table to be filled in. 3- Comparison (in plenary group) with the descriptors of teacher competences provided for these values in the <i>Reference framework of teacher competences for pluralistic approaches</i> .	Alternatives: <ul style="list-style-type: none"> - Start by giving the four axes proposed in the document published by the UN: dignity - liberty - equality and non-discrimination - identity and ask participants to discuss what this means for them in relation to languages. Then read the texts. - The French legal text can be replaced by a local legal text.

The three descriptors of teacher attitudes provided for in the reference framework and which will have been addressed in this unit can be presented in the form of labels on the board.

As a conclusion to the unit, it can be explained to the participants that these descriptors are part of a broader set included in Dimension 1, dealing with values and principles, which can be considered important for engaging in work with pluralistic approaches.

This (optional) conclusion to the unit would be particularly useful if one were to continue with the unit called *Pluralistic approaches and educational principles*, which focuses on promoting values linked to linguistic and cultural plurality.

Tasks : see the [handout](#)