



Plurilingual and intercultural education and collaboration among teachers



Document for teacher educators

Introduction

This unit aims to promote the development of competences in collaboration among teachers in training in order to promote a plurilingual linguistic policy in schools. The proposed tasks are part of an action-participation-reflection approach that can stimulate a process of transformation within educational institutions. Teachers often experience a sense of isolation in their work and insecurity when endorsing pedagogical choices that deviate from common practice. Creating a supportive working group where responsibilities are shared is likely to help overcome this feeling of insecurity on the part of teachers. Research in recent years has recognised collaboration as an essential component in implementing reforms - for example, towards a more inclusive approach (Sannen J. et al., 2021)¹. Furthermore, greater cooperation among teachers from various disciplines is of particular benefit to pupils, who perceive a certain coherence in the educational project as a whole.

The general questions that teachers are invited to address are as follows:

- What does collaboration among teachers mean in the context of plurilingual and intercultural education at school?
- What needs to be developed in teachers' pedagogical and didactic repertoires to promote collaborative work?

¹ Sannen J. et al., "Connecting teacher collaboration to inclusive practices using a social network approach". *Teaching and Teacher Education*, 97, 2021, pp. 1-14.

Targeted competences

Dimension 6

6.2 Collaboration with other teachers

- *Competence in co-constructing joint actions for plurilingual and intercultural education with other teachers. 6.2-a*
- *Competence in constructing and using a common terminology for language / culture-related teachings. 6.2-e*

6
Competences for
collaboration

Scenario

Estimated overall length: 3 hours.

Support materials: Texts concerning the notion of collaboration. Descriptors from the *Reference framework of teacher competence for pluralistic approaches* (Section 6.2).

Note: Depending on the education context, some tasks may be carried out individually and/or in (small) groups. Instructors may also offer the same tasks in a distance or hybrid mode.

Steps	Aims	Tasks	Remarks
I. Reflection on one's own conception of "collaboration".	- To raise awareness of one's own representations of the notion of collaboration. - Stimulate collaborative practice.	a. Individual reflection on the notion and development of one's own definition of collaboration among teachers. b. Sharing with the group and comparing the different definitions. c. Working together to find a shared definition containing the main characteristics of the notion of collaboration.	Alternative Depending on the education context, instructors may suggest that, in addition to individual reflection, the reading of official texts on collaborative work of teachers and the comparison with one's own conception of collaboration.

Steps	Aims	Tasks	Remarks
II. Getting to know some definitions of the notion of collaboration in education.	To provide input on various conceptions of collaboration and its characteristics in scientific production.	<ul style="list-style-type: none"> a. Individual reading of two texts presenting different definitions of the notion of collaboration. b. Group revision of the definition of collaboration developed in the previous task, on the basis of the readings carried out. 	
III. Awareness of one's own collaboration competences and reflection on how to develop them.	Stimulating reflection on the competences required for collaborative work and teacher education needs in this area.	<ul style="list-style-type: none"> a. Individual reflection on the competences used to carry out the previous tasks, according to the characteristics of collaboration listed. b. Individual reflection on the relevance of collaborative practices in relation to the educational objectives of pluralistic approaches. c. Selection of competences specifically relevant to the use of pluralistic approaches. d. Group discussion and sharing of ideas. 	
IV. Critical reflection on the collaborative competences listed in the <i>Reference framework of teacher competences for pluralistic approaches</i> .	Facilitate the understanding of specific collaborative competences for the use of pluralistic approaches.	<ul style="list-style-type: none"> e. Critical reading of the descriptors of the collaborative competencies in the Reference Framework. f. Selection of the competences that are most useful for the use of pluralistic approaches in one's own context c. Sharing results. 	
V. Collaborative construction of a multilingual glossary.	To foster the development of competences in co-constructing with other teachers materials useful to the whole educational community for reflection on key concepts of plurilingual and intercultural education.	Co-construction of a multilingual glossary of key concepts in plurilingual and intercultural education.	

Tasks : see the [handout](#)