

Objectives of plurilingual and intercultural education, reflection and the promotion of professional development



Document for teacher educators

The aim of this sequence is to promote the professional development of teachers in training through reflection on the didactic and pedagogical competences necessary for the use of pluralistic approaches.



The tasks proposed are part of a reflective approach to teacher education. Recent research acknowledges the role of reflection as an essential component of teachers' professional development, which is achieved through continuous learning related to various teaching activities¹.

This sequence aims to draw attention to the professional learning processes involved in the use of pluralistic approaches. In particular, it aims to create an opportunity to analyse the competences that teachers in training already possess, and to discover new competences to be developed given the demands of their own context.

The sequence focuses on one of the vectors of teacher professional learning, the mobilisation of a reflective approach:

- How can the requirements of the learners and the context be met, from the perspective of plurilingual and intercultural education? What aspects of the teacher's pedagogical and didactic repertoire should be developed?

¹ Darling-Hammond L. *et al.*, *Effective Teacher Professional Development*, CA: Learning Policy Institute, Palo Alto, 2017 ; Lefeuve G., Garcia A. et Namolovan L., «Les indicateurs de développement professionnel», *Questions vives. Recherches en éducation*, n° 5(11), 2009, p. 277-314.

Targeted competences	
Dimension 7	
<ul style="list-style-type: none"> • <i>Competence in developing one's didactic and pedagogical repertoire for using pluralistic approaches. (7.5)²</i> 	 <p>7 Competences for professional development</p>
Dimension 5	
<ul style="list-style-type: none"> • <i>Competence in defining learning objectives for plurilingual and intercultural education that are adapted to the context. (5.1-a)</i> 	 <p>5 Didactic and pedagogical competences</p>

² Dimension 7, which deals with teachers' learning competences, offers only a limited number of descriptors. Users can add their own formulations, based on existing formulations, according to their own priorities in their contexts.

Scenario

A reminder: Scenarios provide you with an overview of the sequence and highlight some alternatives.

Estimated length: 1h30 or 2h

Supporting materials: To carry out the proposed tasks, participants must be able to access online or paper versions of the FREPA and the descriptors for Dimension 5 (didactic and pedagogic competences for the use of pluralistic approaches) in the Reference framework of teacher competence for pluralistic approaches.

Note: all the tasks may be carried out individually and/or collectively, depending on the teacher education context.

Steps	Aims	Tasks	Remarks
I. Getting to know educational projects focusing on pluralistic approaches.	<ul style="list-style-type: none"> To provide input on the didactic and pedagogical components of educational projects centred on pluralistic approaches. To facilitate an understanding of FREPA and of the objectives of pluralistic approaches. 	<ol style="list-style-type: none"> Individual reading of a project. Identification and categorization of educational objectives using the FREPA. Collective group and/or plenary discussion of the objectives identified and their relevance in the working contexts. 	Alternative Depending on the education context, teacher educators can propose other projects centred on pluralistic approaches.
II. Awareness of and reflection on one's own didactic and pedagogical repertoire.	<ul style="list-style-type: none"> To encourage reflection on one's own teacher education needs in relation to pluralistic approaches. To facilitate understanding of the <i>Reference framework of teacher competences for pluralistic approaches</i>. 	<p>Reflection on the competences needed for implementing pluralistic approaches in one's work context.</p> <p>In the <i>Reference framework of teacher competences for pluralistic approaches</i>, identification of descriptors that are relevant for the implementation of pluralistic approaches in one's working context.</p> <p>Collective discussion on the relevance of the descriptors in relation to training needs and work contexts.</p>	To go further , teacher educators can propose an analysis of local/national institutional documents describing teacher profiles in different contexts.

Tasks : see the [handout](#)