



Reflection as a means of cultivating a pluralistic approach to teaching and learning



Document for teacher educators

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In the *Reference Framework of teacher competences for pluralistic approaches*, reflection is not only related to Competences for Professional Development (Dimension 7) but also to Didactic and Pedagogical Competences (Dimension 5) and Commitment to Values and Principles (Dimension 1).

Short introduction:

Reflection is an essential part of professional development. It is a systematic process which keeps teachers alert and better able to make sure that learners make maximum progress. The scenario is for both practising language and other subject teachers.

Through reflection, teachers evaluate their teaching, the challenges they face and their strengths. They plan what changes can be made, implement these changes, and then once more reflect on them so as to optimise the effect of their teaching on their students.

In this sequence of tasks, we adopt Schön's (1991) point of view on reflection-in-action and reflection-on-action. It includes the viewing of an excerpt from the short video by Richard Levien called *The Importance of ELL (English language learner) Strategies - Immersion* (<https://www.youtube.com/watch?v=D6HUv2eFdLg>) and a series of follow-up activities. The aim is to invite participants to reflect on pluralistic approaches and strategies as advocated by the [Framework of Reference for Pluralistic Approaches to Languages and Cultures](#) in relation to a specific context as well as their own context so that they can identify the need for pre-emptive planning of changes that could be implemented towards pluralistic approaches.

Targeted competences	
Dimension 7	
<ul style="list-style-type: none"> • <i>Competence in developing new ways of reflecting on and analysing phenomena related to linguistic and cultural plurality. 7.4</i> • <i>Competence in developing one's didactic and pedagogical repertoire for using pluralistic approaches. 7.5</i> 	 <p>7 Competences for professional development</p>
Dimension 5	
<ul style="list-style-type: none"> • <i>Competence in using pluralistic approaches in ways that are suited to the teaching context and the learning objectives. 5.2-a</i> • <i>Competence in reflecting on the effects of using pluralistic approaches on learner development, and in taking this into account to inform one's practice. 5.4-a</i> 	 <p>5 Didactic and pedagogical competences</p>

Scenario

Reminder: The scenarios provide an overview of the sequence and highlight some of the possible alternatives.

Estimated overall length: between 2 and 3 hours.

The workshop can be conducted online by using a collaborative platform or as a face-to-face activity.

Steps	Aims	Tasks	Remarks
I. Introduction to the workshop (in plenary) Estimated time: 15'	To introduce the participants to the rationale and structure of the workshop.	The teacher educator explains the workshop rationale and the plan, then divides the participants into small groups to discuss questions in breakout rooms or small groups.	
II. Reflecting on an immigrant learner's struggles (in pairs or small groups) Estimated time 30'	To analyse an example of a teacher working with a ten-year old immigrant student in a short video by Levien.	The teacher educator puts participants into pairs/small groups and asks them to share what they know and what they can guess about the protagonist in the video.	

Steps	Aims	Tasks	Remarks
<p>III. Reflecting on the teacher's experience with the immigrant learner (in pairs or small groups) Estimated time 30'</p> <p>Dialogic reflection: guided discussion on teaching experiences (in plenary) Estimated time 10'</p>	<p>To prompt reflection on the experiences of the teacher in the video and to identify the possible attitudes and competences that she could deploy in this teaching context.</p> <p>are opinions and teaching experiences by drawing comparisons between the conceptualization of reality presented in the film to one's own reality.</p>	<p>The teacher educator asks participants to watch the video again and to create an empathy map for the main protagonist's teacher (a possibility would be to use this option: https://www.mindtools.com/abtn3bi/empathy-mappinghttps://www.mindtools.com/abtn3bi/empathy-mapping). This tool aims to facilitate reflection on the thoughts, motivations, needs, emotions, etc. of others.</p> <p>The teacher educator leads a guided dialogic reflection on teaching experiences.</p>	<p>Depending on the number of participants, this activity could also be carried out in smaller groups with questions written on a handout/ chat box.</p>
<p>V. A Holistic View of Pluralistic Approaches (individual work/ small groups) Estimated time 10'</p>	<p>To familiarize participants with key concepts related to pluralistic approaches.</p>	<p>The teacher educator presents the aim of the next activity and asks participants to decide which concepts refer to plurilingual classrooms and which to monolingual classrooms.</p>	
<p>VI. Reflection on Action (dialogic reflection, in pairs) Estimated time 20'</p>	<p>To empower participants to adopt pluralistic approaches in their teaching by suggesting concrete interventions.</p>	<p>Participants are invited to reflect individually by reading the statements in Reflection in Action section of the Reflective Tool and filling out the Reflective tool Section 1, writing their own responses in all relevant sections.</p>	<p>The activity is designed to be conducted as an online activity in breakout rooms; alternatively, it could be done face-to-face in pairs</p>
<p>VII. Closing plenary. Estimated time 20'</p>	<p>To identify possible adaptations or additions to one's current teaching based on pluralistic approaches. To evaluate each other's ideas and discuss critical issues related to pluralistic approaches in one's teaching contexts.</p>	<p>The teacher educator leads a participant forum by encouraging participants to share their ideas for possible interventions and any critical issues they may have to tackle in their own contexts.</p>	

Tasks : See the [handout](#) and the [annexe](#)