Tool 5 – Education Frameworks and education context: my local and national policies

Task: Please reflect on the educational context of your teaching

- What are the national / local curricular frameworks for teaching the language of schooling?

- What are the national / local curricular frameworks for teaching any additional languages?

  - What are the languages included in the national or local curricular framework?
  - What are the competences that are included in the curricular guidelines?
  - What is the rationale for including these languages? What is the expected outcome for teaching these in the early years? (And is there a continuation of these into the further stages of education?)
  - How are these languages assessed and progress in the learning documented in the educational system?
  - What are the educational materials that are provided for the delivery of these languages?

- Are there any policies relating to heritage / minority / regional languages and the use of languages other than the language of schooling?

- What do these policies say about the use of these languages in the classroom? Are any languages that can be used in the education system specifically named within the guidelines / policy?

… and what do these policies and frameworks mean for you in your daily (classroom) practice?

- What (additional) languages are you expected to teach?

- How confident do you feel about teaching these languages?

- How are you expected to teach these languages -

  o As a separate subject?

  o Integrated into other subjects (for example content and language integrated learning – CLIL)?

- How much time do you have in the week for teaching the other language(s)?

- How is progress in these languages assessed and documented?

- What space is there in the curriculum for the teaching and learning of other languages?

Interested in reflecting on the system / curriculum of teacher education in your country or region?

You can find some further tools and resources in the ECML MALEDIVE project: "moving from monolingual to plurilingual