

Plurilingualism and Language Sensitive Teaching – Recent Curricula Developments in Teacher Education

Dagmar Gilly
bimm.at

13. 12.2017
Colloque du CELV –

Formation des enseignants et diversité linguistique: la contribution du CELV



Topics

- **Short information about BIMM**
- **Main changes in the curricula**
- **ECML projects – relevance for the process**
- **Status quo and further aims**



Federal Centre for Interculturality, Migration and Plurilingualism

A network of 13 University Colleges of Teacher Education (UCTE) in Austria aiming at **quality development and professionalisation in teacher training** in interculturality, migration and plurilingualism.

* founded 2013 at the UCTE Styria by the Federal Ministry for Education – BMB I/4 – Department for Diversity and Language Policy, Minority Schooling and School Partnerships



Working fields

Focus on **linguistic and cultural education in the migrant society** in the operating fields of UCTE:

- **teacher training, in-service training, continuing education**
- **school development**
- **research**
- **consulting**



Aims

BIMM aims to sustainably anchor within teacher training the field of linguistic and cultural education in the migrant society and to further develop this field.



Methods

- Preparing data
- Providing targeted impulses
- Exchange and collaboration
- Joint approaches
- Developing cooperative projects/offers
- Work on standards for qualifications



Curricula reform: Starting point

„The emphasis is upon valuing and developing the ability of all individuals to learn and use several languages, to broaden this competence through appropriate teaching and through plurilingual education, the purpose of which is the creation of linguistic sensitivity and cultural understanding, as a basis for democratic citizenship. “

(Language Policy Division & BMUKK, 2009, p. 83)



Main changes in the curricula

- Cooperation of institutions (4 regional clusters)
- BA/MA for ALL teachers (all school levels)
- Inclusive approaches
- Competence-orientation
- Diversity (intersectional concept)
- From monolingual to plurilingual
- German language: Majority language as L1 and L2 (as a subject and in other subjects)



Federal Framework Legislation

Curricula are to be competence-oriented and provide the framework for the development of profession-orientated competencies - e.g. **inclusive and intercultural competencies.**

(Bundeskanzleramt, 2013, p. 6)



Federal Framework Legislation

To foster diversity, **nobody must be discriminated against on the basis of language**, i.e. speaking another language than German as his/her first language. **Compensatory measures** have to be provided in the selection procedure or during teacher training.

(Bundeskanzleramt, 2013, p. 7)



Federal Framework Legislation

- Recommendations of the Quality Assurance Board for the development and revision of curricula (2013)
- Manual for Curriculum Development (Braunsteiner & Schnider & Zahalka, 2014)



Quality Assurance Board

Teachers are able to take advantage of the diversity of their students , e.g. their migrant background, linguistic education (plurilingualism, German as a language of schooling, GSL), gender, special needs, cultural aspects, socio-economic background, educational background, expectations and claims to the educational system. **They view any competency as resource and as potential.**

(Qualitätssicherungsrat, 2013, p. 24).



Supporting developments

- **Plurilingualism Curriculum** (Krumm & Reich, 2011)
- **Framework model „Basic Competencies in Linguistic Education for all teachers“** (Österreichisches Sprachenkompetenzzentrum, 2014)
- **Recommendations for Diversity and Plurilingualism in Organisations, Personel, Curricula, Research and Teaching in the New Teacher Training Program.** Results of the working group „Diversity and plurilingualism in pedagogic professions“ (BMBF, 2013.)
- **New Teacher Training. The Future of Pedagogic Professions with Particular Regards to Diversity and Inclusion.** Recommendations of the expert group „Inclusive Pedagogy“ (BMBF, 2014).



Supporting developments

Plurilingualism curriculum & Framework model „Basic Competencies in Linguistic Education for all Teachers“ (6EC)

(Österreichisches Sprachenkompetenzzentrum, 2014)

http://oesz.at/OESZNEU/UPLOAD/Basiskompetenzen_sprachliche_Bildung_FINAL.pdf

- ALL teachers teach the language of schooling
- Opportunities and challenges of plurilingualism and cultural diversity in the classroom
- Integration of all languages of the classroom
- Significance of linguistic education for all learning processes
- Relation between languages and cultures



Support through ECML projects

MALEDIVE – Teaching the language of schooling in the context of diversity

<http://maledive.ecml.at/>

MARILLE - Majority language in multilingual settings

<http://marille.ecml.at/MARILLE/tabid/2316/language/en-GB/Default.aspx>

FREPA – A framework of reference for pluralistic approaches to languages and cultures

<http://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx>



Status quo and further aims

Survey by Judith Purkarthofer (2016): **Concepts of Plurilingualism. Linguistic Education of Teachers from Elementary School to Adult Education.**

BIMM research project 2016-2018: **Linguistic Education in the Context of Migration and Plurilingualism in the Curricula for the Primary Level (BA, MA).**



Key findings - „Plurilingualism“

Visibility:

- competences are part of all curricula and anchored to a larger extent than before
- in connection with other areas of diversity - lack of clarity in concepts and terminology

Perspective:

- strongly connected with learners (focus on their need for support), NOT connected with students or teachers; opportunity vs. challenge not seen in context



Key findings - „Plurilingualism“

Anchoring as compulsory or optional subject:

- not anchored to a large extent in compulsory parts of the curriculum
- more in optional parts and in major fields of study
- opportunity: major fields / specialisations
- some specialisations: quite extensive level (60 EC)
- however: low number of students choose these specialisations (10% PHSt)



Key findings - „Plurilingualism“

Connected to subjects:

- mostly in connection with „subjects“: German as L1 and L2, foreign languages, inclusion (often focusing on the aspect of opportunities)
- less in all other subjects (and if so, often focusing on the aspect of challenges)

Gap:

- no institutionalized offer for mother-tongue teaching



Key findings – linguistic education

Linguistic education in the context of migration is

- not systematically anchored in the compulsory parts of the curricula

Systematic anchoring would mean

- in all study areas
- at different levels of the study programme
- significant quantity of EC dedicated to the topic



Key findings – linguistic education

- Mostly found in optional parts of studies
 - Specialisations: often in strong competition with other specialisations (Sports, Health)
- Plurilingualism of students in teacher training is not acknowledged as a resource
 - Only mentioned with respect to the selection procedure
 - Focus on plurilingualism of pupils at schools



Key findings – linguistic education

Even if these results might suggest that not much has been accomplished we have to say that the new curricula indeed are a big step forward with respect to the anchoring of linguistic and cultural education in the context of migration in teacher training. Of course there needs to be done more, but some things have been accomplished already now. When compared to the situation before, taken just the example of the UCTE Styria, we see that there are two compulsory courses dedicated to these topics now, which is much more than there was before. Also, the specialisations are a big chance for professionalization in these fields.



Developments in professional in-service training*

- growing range of courses
- big differences in size (EC/contents)
- growing quantity (see established „Standards“ 30EC/60 EC)
- **shift (content) towards „German as a Second Language“** (including the aspects: plurilingual education, language and intercultural awareness, assessment, literacy skills, scaffolding, language sensitive teaching)

In preparation: Nation-wide recommendations for the qualification of language support teachers – quantity, competencies, content (*see Nation-wide Standard Module: Early Linguistic Education for Elementary / Primary Teachers*)

**BMB decree: Extending language support to all types of schools, compulsory qualification for teachers of language support classes/language starter's groups from 2016/17 on*



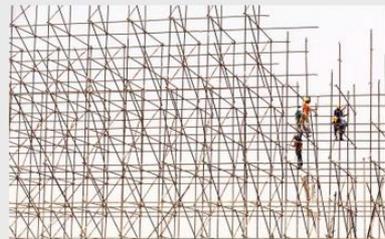
Teaching and Learning in a Migrant Society - the Future

Teaching and Learning materials for teacher trainers and teachers

- online since may 2017: [BIMM-Themenplattform](https://www.bimm.at)



Die Themen



Sprachsensibler Unterricht

In Diskussionen rund um Bildungs(un)gerechtigkeit der vergangenen Jahren spielen Begriffe wie "Bildungssprache", "sprachsensibler Unterricht" und "durchgängige Sprachbildung" eine wichtige Rolle. In diesem Modul sollen Sie anhand verschiedener Aufgaben für die Rolle der Sprache im (Fach-)Unterricht sensibilisiert werden und dabei auch lernen, was all das mit Gerüstbau zu tun hat.



[mehr erfahren >](#)

Othering – Zuschreibungen

Das Paket blickt aus unterschiedlichen Perspektiven auf die Mechanismen von Zuschreibungen und deren Auswirkungen und hängt inhaltlich stark mit dem Paket „Identitäten in der Migrationsgesellschaft“.



[mehr >](#)

Heimat



„Heimat“ soll eine kritische Auseinandersetzung mit dem abs-

Identitäten in der Migrationsgesellschaft

"Identitäten in der Migrationsgesellschaft" thematisiert die Entwicklung der eigenen Identität im Kontext der interkulturellen Kommunikation. Inputs kommen aus Fotos und Videos.



[mehr >](#)

Mehrsprachigkeit



Dieses Thema bietet eine erste Orientierung zu Aspekten der Mehrsprachigkeit und soll zu

Thank you for your attention!

For further information visit www.bimm.at



References

- Braunsteiner, M.-L., Schnider, A., & Zahalka, U. (2014). *Grundlagen und Materialien zur Erstellung von Curricula*. Graz: Leykam.
- Bundeskanzleramt. (2013). Bundesrahmengesetz zur Einführung einer neuen Ausbildung für Pädagoginnen und Pädagogen. BGBl. I Nr. 124/2013. Retrieved from https://www.parlament.gv.at/PAKT/VHG/XXIV/I/I_02348/
- BMBF=Bundesministerium für Bildung und Frauen. (2014). *Pädagog/innenebildung Neu. Die Zukunft pädagogischer Berufe unter besonderer Berücksichtigung der Diversität und Inklusion. Empfehlungen der Expert/innengruppe „Inklusive Pädagogik“. Ergebnisse einer Arbeitstagung in Wals/Salzburg vom 23.-25.1.2014*. Retrieved from http://ph-ooe.at/fileadmin/Daten_PHOOE/Inklusive_Paedagogik_neu/BIZB/Erweitertes_Empfehlungspapier_2014_01.pdf
- BMBF=Bundesministerium für Bildung und Frauen. (2013). *Empfehlungen für Diversität und Mehrsprachigkeit in Organisation, Personal, Curricula, Forschung, Lehre der Pädagog/innenausbildung (neu). Ergebnisse der Arbeitsgruppe „Diversität und Mehrsprachigkeit in pädagogischen Berufen“*. Retrieved from https://www.bmb.gv.at/schulen/unterricht/ba/sprachenpolitik_diversitaet.html
- Krumm, H.-J., & Reich, H. H. (2011). *Curriculum Mehrsprachigkeit*. Wien, Graz: Österreichisches Sprachen-Kompetenz-Zentrum, Bundesministerium für Unterricht, Kunst und Kultur. Retrieved from <http://oesz.at/download/cm/CurriculumMehrsprachigkeit2011.pdf>
- Language Policy Division, & BMUKK=Bundesministerium für Unterricht Kunst und Kultur. (2009). *Language Education Policy Profile Austria*. Retrieved from http://www.oesz.at/download/spol/LeppProfil_Final.pdf
- Purkarthofer, J. (2016). *Begriffe von Mehrsprachigkeit Sprachliche Bildung der PädagogInnen vom Kindergarten bis zur Erwachsenenbildung Eine empirische Untersuchung ausgewählter Curricula*. Wien: AK Wien.
- Qualitätssicherungsrat. (2013). *Professionelle Kompetenzen von PädagogInnen. Zielperspektive*. Retrieved from http://www.qsr.or.at/dokumente/1869-20140529-092429-Professionelle_Kompetenzen_von_PaedagogInnen_Zielperspektive.pdf
- ÖSZ=Österreichisches Sprachen-Kompetenz-Zentrum (Ed.). (2014). *Rahmenmodell Basiskompetenzen Sprachliche Bildung: Deutsch als Unterrichtssprache – Deutsch als Zweitsprache – alle mitgebrachten und schulisch erlernten (Bildungs-)Sprachen – Sprache/n in den Sachfächern. Ein Rahmenmodell für die Umsetzung in der Pädagog/innenbildung*. Graz. Retrieved from http://oesz.at/OESZNEU/UPLOAD/Basiskompetenzen_sprachliche_Bildung_FINAL.pdf

