

# National Framework for Languages: Plurilingualism and Pluriliteracies

## Principles and Context

Plurilingualism	Diversity	Policy & Legislation	Transformative practices
The goal of languages education is plurilingualism: the ability to use more than one language appropriately. Using language involves learning language. It also involves linking languages with literacies i.e. pluriliteracies. Languages include MFL, EAL, Gàidhlig, Gaelic, BSL, heritage languages, etc.	We live in a linguistically and culturally diverse society. Recognising, valuing and promoting this linguistic and cultural diversity underpins plurilingualism and pluriliteracies	The learning and teaching of languages and literacies follows national policies and guidelines which integrate with wider European and global goals for plurilingualism and pluriliteracies	Plurilingualism and pluriliteracies benefit all learners. This insight transforms classrooms in critical and creative ways. Transformative practices challenge individuals to consider how they see themselves and others, and how they might engage in and contribute to society.

<b>Professional Values &amp; Personal Commitment</b>	<b>Social Justice – valuing and promoting difference</b> <ul style="list-style-type: none"> <li>Value all the languages pupils use in their daily lives and all the additional languages they aspire to learn</li> <li>Promote the development of plurilingualism through pluriliteracies and multiculturalism</li> <li>Understand how language and languages are fundamental to existing and emerging identities</li> </ul>
	<b>Integrity – developing transformative approaches to learning</b> <ul style="list-style-type: none"> <li>Be open and transparent about ‘real world’ issues which impact on languages and cultures</li> <li>Create transparent links between language(s) and literacies</li> <li>Promote the role of language and languages in learning across the curriculum</li> <li>Develop transformative approaches to classroom practices involving attitudinal and behavioural change towards diverse languages and cultures</li> <li>Understand how the L1 relates to the learning of additional languages and vice versa</li> </ul>
	<b>Trust and Respect – building a culture of mutual trust and respect</b> <ul style="list-style-type: none"> <li>Acknowledge learners’ existing language competences and experiences</li> <li>Respect individual learners’ social, cultural and linguistic communities</li> <li>Create conditions in which working positively with individual language needs and aspirations is the ‘norm’</li> </ul>
	<b>Personal Commitment</b> <ul style="list-style-type: none"> <li>Create a positive ethos towards language learning.</li> <li>Use a range of pedagogical approaches which motivate pupils and inspire confidence</li> <li>Understand the role played by language learning in promoting global citizenship and sustainability</li> <li>Promote the cognitive, social and cultural benefits of language learning</li> <li>Demonstrate how language and languages can remove barriers to learning</li> <li>Recognise the role language and languages play in raising attainment</li> <li>Experience what it is to be a language learner and user</li> <li>Understand ways in which language skills can be learned, developed, used and sustained</li> <li>Develop and maintain personal linguistic skills in line with CEFR principles</li> </ul>

<b>Professional Knowledge and Understanding</b>	<b>Curriculum – building an awareness &amp; understanding of the curriculum and planning for transformative practices</b> <ul style="list-style-type: none"> <li>Understand how languages are learned in different contexts</li> <li>Understand the role of languages and literacies for learning</li> <li>Foster positive attitudes towards all languages and cultures</li> <li>Plan for teaching and learning which supports change and development within the curriculum</li> <li>Know how language and language learning can be integrated within and across the curriculum</li> <li>Know how to include a variety of resources, including digital and online tools, to promote language and language related skills and understanding</li> </ul>
	<b>Education systems and professional responsibilities – understanding the education system and professional responsibilities within the wider learning community</b> <ul style="list-style-type: none"> <li>Develop teaching practices which support intercultural awareness across the curriculum</li> <li>Understand and apply underlying theories to guide transformative practices and promote plurilingualism and pluriliteracies</li> <li>Draw on linguistic resources which further learning within the wider community</li> </ul>
	<b>Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices</b> <ul style="list-style-type: none"> <li>Consider the social, cultural and linguistic backgrounds of pupils in planning for transformative classroom practices</li> <li>Engage (critically) with educational research to further guide, develop and sustain transformative teaching practices</li> <li>Link transformative practices to current educational priorities</li> <li>Understand how language learning and using supports individual needs (cognitive, emotional, social and physical)</li> </ul>

<b>Professional Skills and Abilities</b>	<b>Teaching &amp; learning – using transformative practices which meet the needs and abilities of all learners</b> <ul style="list-style-type: none"> <li>Explore a range of language and language learning strategies which remove barriers to learning</li> <li>Plan and promote a high standard of literacy and oral skills for a diverse range of learners at different stages of proficiency</li> <li>Employ a range of strategies and resources that embrace plurilingual practices and learner identities</li> </ul>
	<b>Classroom organisation &amp; management – creating a stimulating classroom environment</b> <ul style="list-style-type: none"> <li>Identify the learners’ social, cultural and linguistic needs regardless of their L1</li> <li>Plan inclusive lessons using diverse social, cultural and linguistic contexts</li> <li>Develop intercultural competences of all learners, taking into account differences in race, language and culture</li> <li>Create a safe, diverse and positive language environment for all learners</li> </ul>
	<b>Pupil Assessment</b> <ul style="list-style-type: none"> <li>Use a range of formative and summative assessment to evaluate learners’ individual journeys towards plurilingualism and pluriliteracies</li> </ul>
	<b>Personal reflection &amp; communication – drawing on policies, theories &amp; practices</b> <ul style="list-style-type: none"> <li>Understanding the role of national and international policies and how these can support plurilingualism and pluriliteracies</li> <li>Develop a critical understanding of national and international policies and guidelines relating to languages, literacies and intercultural competences (for professional development and growth)</li> <li>Engage with advances in the field of languages education to reflect on and improve practice</li> <li>Collaborate with colleagues and support agencies to develop cross-disciplinary multi-perspectival practices</li> </ul>