	National F	ram	ework for Langu	ages – Reflective Qu	estions	6	
Principles and Context							
Plurilingualism	Diversity			Policy & Legislation			Transformative practices
		tically and culturally diverse society. Recognising, ting this linguistic and cultural diversity underpins 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.
Social Justice – valuing and promoting difference  What do I understand by transformative pedagogies?  What are the implications of transformative pedagogies in an increasingly diverse and complex society?		for transformative practices  How can activities designed to a language learning goals? How can I build and monitor ling How can digital tools be used to		A understanding of the curriculum and planning equire new knowledge be combined with uistic progression over time? support the development of languages, literacies,		How emer     How prog	g & learning – using transformative practices which meet the needs and sof all learners  w can I enable individual pupils to express themselves using their existing and lerging linguistic repertoires? w can I plan activities, especially those involving other curricular areas, to ogress pupil language development?
Integrity – developing transformative approaches to learning  What does a plurilingual and plurilterate classroom look like?		andir				t type of activities foster intercultural awareness and sensitivity towards sity?	

- What does a plurilingual and plurilterate classroom look like?
- What effect might my own attitudes towards linguistic and cultural diversity have on pupils?
- How does a transformative pedagogic agenda allow me to question my own

## Trust and Respect - building a culture of mutual trust and respect

- How do I ensure that all pupils' linguistic and cultural resources are treated equally and with respect?
- How can the linguistic and cultural diversity of pupils in my school be used as positive contributions to plurilingualism?
- What active role can the wider community play in promoting linguistic and cultural diversity?

- What practical steps can I take to develop my own linguistic skills?
- What opportunities and resources can I use to extend my linguistic and cultural awareness?

# Education systems and professional responsibilities – understanding the education system and professional responsibilities within the wider learning community

- What theories currently support my practice?
- How can I use the different linguistic repertoires present in the wider community to create contexts for learning?

# Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices

- How do I identify and address some of the key issues concerning language learning and language using in my teaching, for example language level, literacies, translanguaging, lexis, grammar and other verbal and non-verbal communication?
- How can I use interdisciplinary approaches in the teaching and learning of
- How can plurilingualism and pluriliteracies be used to meet current educational priorities?

# Classroom organisation & management - creating a stimulating classroom

- How can I identify and respond to the needs of individual learners and their linguistic competences?
- How do I monitor and support individuals to ensure language progression across all language skills (reading, writing, listening and talking)?
- How can language learning strategies be made transparent?

## Pupil Assessment

Abilities

**Professional Skills and** 

How can I use a range of formative and summative assessment to evaluate learners' individual journeys towards plurilingualism and pluriliteracies?

# Personal reflection & communication – drawing on policies, theories & practices

- How can I use the available support and resources within my school, authority, and wider professional and academic communities?
- How can effective collaborations be established to promote linguistic and cultural diversity?





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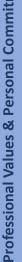
**Professional Knowledge and** 











# **Personal Commitment**