

National Framework for Languages – Reflective Questions

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.

Professional Values & Personal Commitment	<p>Social Justice – valuing and promoting difference</p> <ul style="list-style-type: none"> What do I understand by transformative pedagogies? What are the implications of transformative pedagogies in an increasingly diverse and complex society?
	<p>Integrity – developing transformative approaches to learning</p> <ul style="list-style-type: none"> What does a plurilingual and pluriliterate 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 practices?
	<p>Trust and Respect – building a culture of mutual trust and respect</p> <ul style="list-style-type: none"> 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?
	<p>Personal Commitment</p> <ul style="list-style-type: none"> 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?

Professional Knowledge and Understanding	<p>Curriculum – building an awareness & understanding of the curriculum and planning for transformative practices</p> <ul style="list-style-type: none"> How can activities designed to acquire new knowledge be combined with language learning goals? How can I build and monitor linguistic progression over time? How can digital tools be used to support the development of languages, literacies, and cultural awareness? How can classroom activities be organised to encourage interactions between pupils of different levels of proficiency?
	<p>Education systems and professional responsibilities – understanding the education system and professional responsibilities within the wider learning community</p> <ul style="list-style-type: none"> What theories currently support my practice? How can I use the different linguistic repertoires present in the wider community to create contexts for learning?
	<p>Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices</p> <ul style="list-style-type: none"> 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 languages? How can plurilingualism and pluriliteracies be used to meet current educational priorities?

Professional Skills and Abilities	<p>Teaching & learning – using transformative practices which meet the needs and abilities of all learners</p> <ul style="list-style-type: none"> How can I enable individual pupils to express themselves using their existing and emerging linguistic repertoires? How can I plan activities, especially those involving other curricular areas, to progress pupil language development? What type of activities foster intercultural awareness and sensitivity towards diversity?
	<p>Classroom organisation & management – creating a stimulating classroom environment</p> <ul style="list-style-type: none"> 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?
	<p>Pupil Assessment</p> <ul style="list-style-type: none"> How can I use a range of formative and summative assessment to evaluate learners’ individual journeys towards plurilingualism and pluriliteracies?
	<p>Personal reflection & communication – drawing on policies, theories & practices</p> <ul style="list-style-type: none"> 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?