

Intercultural Guidelines:

Examples of Good Practice

Name of activity: Supporting Language Learning in Subject Classes:
Inclusive Teaching (Language)

Year group
All years

Procedure

Teachers complete the survey questions to reflect on whether they support or exclude students as a result of the type of language they choose to use in class. They then reflect on how they could support students' language development in their classrooms better.

The questionnaire could be used as whole-school teacher CPD or by a specific subject department.

Annual initiative/embedded in classroom practice

An awareness-raising CPD exercise that will support collaboration and improve classroom practice. It could also provide a framework to enhance peer teaching/observation where teachers learn from each other.

Key skills

1. Being literate
2. Working with others
3. Managing myself
4. Managing information and thinking
5. Communicating

Looking at Our Schools: A Quality Framework for Post-Primary Schools

Teaching and Learning

DOMAIN 1: LEARNER OUTCOMES

DOMAIN 2: LEARNER EXPERIENCES

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

Leadership and Management

DOMAIN 1: LEADING LEARNING AND TEACHING

UNESCO sustainable development goals

Goal 4: Quality education

Goal 10: Reduced inequalities

An Intercultural Look at our Schools is an adaptation of the project "A roadmap for schools to support the language(s) of schooling" (2017-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/roadmapforschools

Value-added (eg well-being, digital skills, presentation skills/confidence-building, cross-curricular links)

All teachers are language teachers. The language that teachers use in class can exclude. By being aware of the language they use to give instructions, explain concepts and define keywords, teachers can support all students and be more inclusive in their teaching methodologies. They are therefore better able to support newly-arrived students who have little English but who understand the concepts in their L1. If students are supported to understand the language of the curriculum, they can draw parallels between and consolidate their learning in both their L1 and L2 (Universal Design for Learning).

Links and resources

See questionnaire attached

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