



# A sustainable Europe

## Learning and Teaching Package 1

### UNIT 4: MULTILINGUAL EDUCATION AND SUSTAINABILITY

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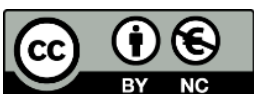
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## Overview

LTP 1 'A sustainable Europe', provides introductory activities for addressing sustainability within secondary education and teacher education. The LTP is guided by three main questions:

- What does sustainability and sustainability education mean to me, in Europe and around the world?
- Why is sustainability important and how can a sustainable Europe be created?
- How can educators support young people to engage with sustainability issues and act for sustainability?
- How educators practice equitable and just education for sustainable futures?

Unit 4 explores multilingual education and sustainability in theory and practice and is intended for use with *student teachers and in-service teachers*. Premised on the recognition that language is intertwined with almost every aspect of education i.e., social contexts, and pedagogical processes, goals and activities, this unit is of relevance for educators of all curriculum subjects. The unit is divided into four sections: language foundations, exploring multilingualism, enabling multilingual education in our classrooms and schools, and multilingual education and education for sustainable futures.

These activities are intended as suggestions and starting points, and we invite and encourage educators to select, and adapt these activities for their own contexts of practice.

## Pedagogical Approach

This unit, like all TAP-TS materials, is founded on the idea of educators as reflective practitioners who learn through doing activities, given structured opportunities to reflect. This may include keeping a reflection journal, and there are also ample opportunities for reflection dialogues within the unit. Here are some possible questions for guiding reflection:

- How did different activities make you feel?
- What was irritating? What was confusing? What was exciting? What was interesting?
- What do you want to learn more about?
- How can you further develop your thinking and practice in this area?

A further underpinning idea of this unit is to use the workshops themselves as opportunities to explore multilingual strategies (introduced in Activity 3.). This idea emerged through the original TAP-TS teacher professional learning events, which were highly international and multilingual. The shared main language of courses was English, and this meant that the majority of participants to experienced learning through an additional language. If you are working in a majority monolingual group, you may want to try one or more workshops in English, or another shared additional language.

Finally, sustainability is a complex, emotive and controversial topic. As educators, it is important to present a range of sustainability perspectives, protect learners' wellbeing and respect participant's right to form a personal opinion and position, as articulated in the '[Beutelsbach Consensus](#)'.

## Background information

All education is multilingual, in that it involves using familiar language as the basis for learning subject-specific language and forms of expression. Developing your understanding of multilingualism and your repertoire of language teaching and learning strategies supports the QUALITY and INCLUSIVENESS of your lessons – both key aspects of SUSTAINABLE Development Goal 4. On a deeper level, the assumption that there is only space for one language of learning and teaching in school, outside of designated language classrooms is connected to historical processes of



nation building and colonialism. This assumption undermines learning and teaching in general and in particular for marginalized and multilingual learners, and is arguably part of a complex of assumptions and practices which drive unsustainability. Thus, questioning this assumption and related practices, and exploring alternatives is a practical way to increase educational inclusion and quality, and be part of the much-needed transition to more fair and sustainable futures. There is no simple, single solution –please be brave in questioning your own and others’ assumptions about languages at school, and in connecting with others as you identify, try out and adapt multilingual pedagogical strategies.

## Piloting of the materials within TAP-TS

Materials from this unit were piloted with teachers, student teachers and teacher educators during TAP-TS Active Learning Event 2, TAP-TS Summer School 1 and Summer School 3. Activities have also been piloted through seminars with student teachers at TU Dresden and workshops with in-service teachers.



## UNIT Overview

Main Topic	Target Group	Duration	Knowledge Area/ Subjects in School	Activities	Suggestions for assessment
Multilingual education and sustainability	Student teachers and teachers of all subjects	6-12 hours to cover all aspects of this unit	Teacher Education, all subjects	<p><b>Activity 1.</b> Our languages</p> <p><b>Activity 2.</b> Language ideologies and realities</p> <p><b>Activity 3.</b> How can we use language so that everyone can participate and learn?</p> <p><b>Activity 4.</b> Metaphors of multilingualism</p> <p><b>Activity 5.</b> Orientations to multilingualism and educational practice</p> <p><b>Activity 6.</b> Exploring multilingual pedagogies</p> <p><b>Activity 7.</b> Multilingual education and sustainability</p>	Learning journal, charting personal responses to activities, further reading and testing of activities
<b>Intended Learning Outcomes</b>	<p><b>Having worked through the activities and materials, student teachers will be able to:</b></p> <ul style="list-style-type: none"> <li>✓ reflect on and share the languages they use/have used</li> <li>✓ critically consider monoglossic ideology in relation to research-based understandings of multilingualism, language and education</li> <li>✓ identify language strategies to help multilingual learners participate and learn</li> <li>✓ reflect on personal understandings of multilingualism</li> <li>✓ consider three orientations to multilingualism and their practical implications in education</li> <li>✓ reflect on a range of educational strategies and resources for multilingual education</li> <li>✓ identify connections between multilingual education and sustainability</li> </ul>				
<b>Prior Competencies</b>	<p>optional/ideal:</p> <ul style="list-style-type: none"> <li>• Sustainability and me</li> <li>• A sustainable Europe</li> <li>• Education for sustainable futures</li> </ul>				



<b>Required materials</b>	Big sheets of paper, pens of various colours, space for collaborative learning.	
<b>Cooperation/ Networking</b>	This unit is well-suited to interdisciplinary work, because language issues are relevant for all subjects and the whole school. Moreover, it is powerful if colleagues can build shared understanding and commitment for multilingual education together, and develop pedagogical strategies within and between subjects. We provide links to further resources and networks.	
<b>Addressing GreenComp</b>	<b>Embodying sustainability values</b>	
	x	1.1 Valuing sustainability To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	x	1.2 Supporting fairness To support equity and justice for current and future generations and learn from previous generations for sustainability.
		1.3 Promoting nature To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
	<b>Embracing complexity in sustainability</b>	
	x	2.1 Systems thinking To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	x	2.2 Critical thinking To assess information and arguments*, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
		2.3 Problem framing To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.
	<b>Envisioning sustainable futures</b>	
		3.1 Futures literacy To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future
	x	3.2 Adaptability To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk.
	x	3.3 Exploratory thinking To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.
	<b>Acting for sustainability</b>	
	x	4.1 Political agency To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.
	x	4.2 Collective action To act for change in collaboration with others.
x	4.3 Individual initiative To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet.	

## UNIT DESCRIPTION

### Start-Up: Language foundations

*The aim of the start-up phase is for participants to (1) reflect on and share the languages they use/have used; (2) to critically consider monoglossic ideology in relation to research-based understandings of multilingualism; and (3) to establish rules for language practices in this workshop which will help everyone to participate and learn.*

**Estimated  
Duration**

**1-2 hours**

#### Activity 1. Our languages

The aim of this activity is for participants to reflect on and share the languages they use/have used.



#### Preparation for Activities:

- a [Mentimeter](#) World Cloud, or similar tool, OR
- small pieces of paper/card and a display space




#### A Note for a Teacher:

This activity works well using a [Mentimeter](#) World Cloud, or similar digital tool. Alternatively, you can use small pieces of paper. It is important that participants can add as many items as they wish, and that the group can see everyone's answers together. The activity is an opportunity to see how participants understand the term 'language'. Keep instructions brief and avoid offering single definition for what counts as language. If participants ask, there are no set limits on what they can include, and you may find that people add ideas beyond standard languages e.g., local dialects, youth talk, Spanglish, internet-speak, Globish.

#### Description







- 1)  Ask participants to note down how many languages they have used, in the past and now.
- 2)  Allow some minutes to add ideas, and read the contributions of the whole group.

10-15  
minutes






	<p>3)  Next, as participants to make a group of three and discuss the following questions:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Reflection questions</b></p> <ul style="list-style-type: none"> <li>• Are these all languages? Why? Why not?</li> <li>• Which languages are most valued in schools in your context? Why?</li> <li>• Which languages are closest to your heart? Why?</li> </ul> </div> <p><b>NOTE:</b>  You can make this activity more physically engaging by asking participants to move around the room, and then to stop and make a new group at a signal given by you (e.g., clap, a gong, stop the music). Repeat this for each question.</p>	
<p><b>Activity 2. Language ideologies and realities</b></p> <p>The aim of this activity is for participants to critically consider monoglossic ideology in relation to research-based understandings of multilingualism, language and education.</p> <p><b>GreenComp Framework reference:</b> <i>2.2 Critical thinking</i></p>	<p><b>Preparation for Activities:</b></p> <ul style="list-style-type: none"> <li>•  Print two copies of each worksheet (For Unit 4: Language Ideologies and Realities 1a, 1b, 1c and 1d).</li> <li>• Cut up the sentences on one of the two versions of each worksheet (a-d), and store them together (e.g., using a paperclip, or in an envelope).</li> </ul> <p><b>A Note for a Teacher:</b></p> <p>This exercise may be both linguistically and cognitively challenging for many participants. In order to reduce the linguistic challenge, invite participants to use online translation tools for single words or whole sections of text. Moreover, sharing experiences of multilingualism can be emotional and even triggering. Be careful to establish an atmosphere of trust, and emphasize that participants only share what they are comfortable sharing.</p> <p>You may opt for a lighter activity, where you summarize key points from the worksheet for participants. It is important that the ideas are discussed before activity 3.</p>	<p>60-90 min</p>



## Description

-  Explain that in this activity, groups will first learn about one perspective on multilingual education and then explain this to another group. For this reason it is good if everyone in the group takes notes.
-  Arrange participants into four groups. Give each group a paragraph, cut into sentences. Their task is to arrange the sentences and reconstruct the paragraph. You can make this activity more physically engaging, by giving each member (or pairs or threes) of the group a different sentence. They should take it in turns to read their sentences aloud to each other, and then stand in the order of the paragraph.
-  Ask groups to signal once they are happy with their version. Then you can give them the original full paragraph to check their version against. (Note: it may well be possible to construct in more than one way. If this is the case, ask the group to check if the meaning is the same or different in their version).
-  Next, each group should answer the reflection questions underneath the paragraph. It is important that each group member takes notes, as they will need to explain these points to members of the other groups.
-  Regroup the groups e.g., a,b,c,d. The groups take it in turns to present the main arguments of their paragraph, in the order of a, b, c, d. In their groups, participants discuss what aspects of the text are new to them, and which are familiar. They can also identify points they agree and disagree with.
-  Follow this with a plenary discussion. Provide opportunity to hear what personal experience participants have with multilingual education, as learners, parents and teachers. Emphasise that people should only share what they want to share.



<p><b>Activity 3.</b> <b>How can we use language so that everyone can participate and learn?</b></p> <p>The aim of this activity is for participants to identify language strategies to help multilingual learners participate and learn.</p> <p><b>GreenComp Framework reference:</b> <i>1.2 Supporting fairness</i></p>	<p><b>Preparation for Activities:</b></p> <ul style="list-style-type: none"> <li>• a <a href="#">Mentimeter</a> World Cloud, or similar tool, OR</li> <li>• small pieces of paper/card and a display space</li> </ul> <p>This activity works well using a <a href="#">Mentimeter</a> World Cloud, or similar digital tool. Alternatively, you can use small pieces of paper. It is important that participants can add as many items as they wish, and that the group can see everyone's answers together.</p> <p><b>A Note for a Teacher:</b></p> <p>This activity works particularly well in multilingual groups, such as we had in the teacher academy events. This idea is to open up possibilities for using languages other than the shared main language of the group. Later in this unit, we look in detail at pedagogical approaches.</p> <p><b>Description</b></p> <ol style="list-style-type: none"> <li>1.  Refer back to the languages word cloud. Emphasise that the group is multilingual. The shared language of communication is likely to be easier for some participants than others.</li> <li>2.  Ask participants to suggest strategies for how we can use language in our workshop, to help everyone participate and learn. This can also be done as an online survey, or using pieces of paper.</li> <li>3.  Look through the answers as a group, and check understanding. If using paper, you may ask participants to put similar ideas together.</li> <li>4.  Suggest to the group that they try out different strategies and note how it makes them feel, and how practically useful they are.</li> <li>5.  At a later point in the workshop or course, reflect back with participants. Which strategies were useful? How might you use similar strategies as a teacher? What do you need to be careful about?</li> </ol>	<p>30min</p>
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**Key message:** It is not possible to prescribe for others which language strategies will help them to participate and learn. For example, some multilingual participants may purposefully choose to use the official language and no other. A useful approach is to discuss a range of possible approaches and allow people to identify ideas to try themselves.

In the textbox below are some strategies generated by participants at a Global Citizenship workshop at TU Dresden, in 2024.

Mixture, hybrid

Using more than one language, translating difficult words in different languages, keeping the mix

Just use the language most appropriate for each situation, creating a flow state between them

We can write the languages we are comfortable speaking on our name tags so people know how to address us

There might be a feeling of exclusion if we focus on languages other than English

Alles ist erlaubt. Jede\*r soll sich wohlfühlen. Es wird über niemanden gelacht. Wir nehmen uns Zeit und hören zu!

Konstanter Austausch verschiedener languages, gegenseitige Unterstützung, antworten auf der Sprache in der man sich confident fühlt, erklären und offen sein für non European languages


Verschiedene Sprachen insbesondere Languages von kolonialisierten Menschen können sichtbar gemacht werden die besonderen Konzepte davon können erklärt und benutzt werden wie „Ubuntu“

Einfach Englisch oder Deutsch oder was auch immer, ganz nach Situation und Bedarf




(Sample of Mentimetre responses, 28.06.24)



## Development: Exploring multilingualism

<p><i>The activities in this phase aim to build participants' understanding of how different understandings of multilingualism can impact educational practices and outcomes. In the first activity, participants explore their own and others' understandings of multilingualism. In the second activity they critically consider three orientations to multilingualism and their practical implications in education.</i></p>		<p><b>90-120 min</b></p>
<p><b>Activity 4. Metaphors of multilingualism</b></p> <p>The aim of this activity is for participants to reflect on their own and others' understandings of multilingualism.</p>	<p><b>Preparation for Activities:</b></p> <ul style="list-style-type: none"> <li>• Colour pens and/or pencils and small pieces of paper, or</li> <li>• Magazines, scissors and glue, or</li> <li>• Computers</li> </ul> <p><b>A Note for a Teacher:</b></p> <p>This is a playful activity to explore different understandings of multilingualism. Participants may draw or make collages of their metaphor. Alternatively, they can create digital images.</p> <p><b>Description</b></p> <p>1)  Introduce the activity by eliciting a definition and a few examples of a metaphor from participants. Follow this, by telling participants: “We use metaphors to describe complex phenomena, by comparing them to something else. For example, “my brain is a sieve” highlights the fact that I forget many things. As in this example, metaphors can never capture the complex whole, but tend to highlight particular features. Language is so complex that it cannot be fully understood or represented in a single form. How we choose to understand multilingualism influences our practice as educators. One metaphor for multilingualism is ‘language boxes’, and this captures the “monoglossic” view that languages (should) be separate psychologically and in society. This view in turn informs the practices of keeping languages separate in</p>	<p>30-45</p>



	<p>education. Another metaphor is the “bilingual bicycle”, this shows the idea that languages should be used separately but our connected somehow in the brain. Also that bilinguals should have similar competences in each of their languages. The final metaphor is an off-road vehicle. This metaphor shows language as a single holistic resource, which people use different elements in relation to distinct contexts and communicative purposes”.</p> <p>2)  Ask participants to draw a metaphor for their own multilingualism. This can include the language/s they use/have used and relationships between them. Their metaphor may come from the natural world e.g., a plant, a tree, a river, a person, and animal; or an object e.g., a ladder, a chest of drawers, a painting, a mosaic, a computer; food or drink e.g., noodles, pizza, bubble tea, Thali ...</p> <p>3)  Display the different images . Encourage participants to move around the room and learn about other people’s metaphors and what they represent. The task is to identify other people with a similar view to you.</p> <p>4)  Discuss as a whole group: What different understandings and experiences of multilingualism are shown in our images?</p>	
<p><b>Activity 5.</b> <b>Orientations to multilingualism and educational practice</b></p> <p>The purpose of this activity is for participants to consider three orientations to multilingualism and their practical implications in education.</p>	<p><b>A Note for a Teacher:</b></p> <p>In this activity participants make the connection between different orientations to multilingualism and practices at school and in classrooms.</p> <p><b>Preparation for Activities:</b></p> <p>Prepare 3 posters of about flipchart size. Outline a square in the middle of each, roughly A4 size. In the middle of each square, write one of the following statements:</p> <ul style="list-style-type: none"> <li>A. Multilingualism is a problem</li> <li>B. Multilingualism is a right</li> <li>C. Multilingualism is a resource</li> </ul>	<p>45-60 min</p>








For groups of over 15 people, create two of each of these posters, and divide the class into two groups. Groups can compare ideas at the end of the activity, or during.



### Worksheet Activity5

#### Description

1.  Introduce participants to the three orientations to multilingualism, first defined by Ruiz in 1984. Explain that this is a useful typology to identify how certain assumptions are connected. Highlight that, most often, in texts, institutional practices and even individual people these orientations are mixed. It is a useful critical tool for educators to be able to unpack the orientation behind the action.
2.  Dictate the sentences on  worksheet, being careful to alternate between different orientations i.e., don't read all the once from one orientation together. After you have finished reading, each one ask participants to move to the orientation they consider that it illustrates best. Once you have finished all of the sentences, you might project the whole list for the group to see, or paste the list for each poster on the poster.
3.   Next, allocate 15 minutes or so for participants to add practical examples for each orientation. Use the prompt question: What does this look like at school, or in the classroom? For example:



**A. Multilingualism is a problem**

e.g., No languages other than the official language are visible in school displays; any additional provision for multilingual students focuses on learning the official language.

**B. Multilingualism is a right**

e.g., Learners have the right to 'heritage language' classes. This is usually one language per learner, and typically disconnected from the main curriculum.

**C. Multilingualism is a resource**

e.g., The languages of learners and their families are visible and audible in the school and in classrooms; teachers of all subjects use language teaching and learning strategies, such as highlighting new vocabulary in each lesson and encourage comparison between languages.



In pairs, or groups of three, participants discuss which practices they are familiar with from their own schooling, and their work as teachers to date.

## Consolidation: Enabling multilingual education in our classrooms and schools

*The aim of this final stage is to make participants aware of the range of practical multilingual education strategies which have been developed, and to give them practical experience of trying at least one of the strategies out.*

**Estimated Duration**

### Activity 6. Exploring multilingual pedagogies

The aim of this activity is for participants to become familiar with a range of educational strategies and resources for multilingual education.

#### A note to the teacher:

This is the most open-ended activity in the unit, as learners conduct research and prepare to present and/or demonstrate language and culturally responsive pedagogies and whole school approaches with their peers. A list of possible approaches to research is provided below. You may want to ask colleagues or local experts what terms and approaches are most used in your context. For example, in Germany there are a wealth of resources available for 'language sensitive pedagogy'. We recommend that learners have time for online research, and links are provided below. An alternative for a shorter face-to-face session is to prepare work stations with printed materials related to each approach.

Ultimately, the key message of this activity is that there are many possible pedagogical strategies for multilingual education in the classroom and at school, and teachers are best placed to select, try out and adapt strategies based on their own contexts of practice (learners, colleagues, learning objectives)

#### Preparation for Activities:


Decide on the available time and specific learning objectives for your unit of study. Determine how much time participants will have for research, and what their presentation and/or demonstration tasks will be. For example, this might include:

- factual information around when and how the strategy was developed
- underlying theories of multilingualism
- practical activities and links to resources
- reflections on the benefits and challenges of this approach

At least  
180  
minutes







## Description

1.  Explain to the group that the purpose of this activity is to explore a range of multilingual education strategies for the classroom and for the whole school. Clarify the time they will have to research their strategy, and the presentation and/or demonstration task they will do at the end.



### Multilingual education strategies

- [Language learning and teaching in subject lessons](#)
- [A pluriliteracies approach to teaching for learning](#)
- [Whole school approaches](#)
- [Translanguaging](#)
- [Culturally Responsive Pedagogy](#)

2.  Form groups for each of the educational approaches. If possible, allow participants to choose strategies they are interested in – either because they have experience, or want to learn more.
3.   Follow each presentation and/or demonstration with an opportunity for clarification questions, followed by reflections from the presenters and from the ‘students’ for each approach.
4.  As with all activities in this unit, you may want to set reflective journal assignment following this session.



## Follow-up: Multilingual education and sustainability

*The aim of this final activity is to explore connections between multilingual education, sustainability and education for sustainable futures (ESF). Both multilingual education and ESF are cross-cutting themes with important implications for all subject teaching and learning and social life at school. However, they are often treated as separate, for example, only in particular language or citizenship classes, or sustainability project weeks. Here we suggest that enabling multilingual education in classrooms and schools is a practical and impactful way for educators to ‘teach sustainability’.*

**Estimated Duration**


### Activity 7. Multilingual education and sustainability

The aim of this activity is for participants to identify connections between multilingual education and sustainability

#### A Note for a Teacher:

The interaction format of this activity is like an upside-down pyramid. First, participants generate ideas themselves, then they work in pairs, then fours, then eights and so on, until the whole group has collectively pooled ideas and arguments. The purpose of this is to provide time for individual reflection, and social learning through discussion.

#### Description

1.  Begin the session by eliciting a definition of multilingual education from the group. You might want to construct this as a mind map, or list of features. Prompt learners to include values, understandings and practices. Some possible features are in the textbox below.

60-90 min



### Multilingual education

**Values:**


- Language as a resource orientation
- Learners' linguistic and cultural resources are valued intrinsically and instrumentally

**Knowledge:**

- Critical awareness of monolingual language ideology and hierarchies between languages and their historical roots (e.g., in colonialism, Euro-centrism)

**Practice:**



- Learners' languages are visible and audible at school


2.  Explain that in this activity, we will explore connections between multilingual education (i.e., enabling multilingualism in classrooms and in schools) and sustainability education. The first stage of this process, is for individual learners to reflect and note down ideas.





What connections do you see between multilingual education and education for sustainable futures?

They might want to do this in visual form, such as a diagram, or mindmap. Or make a list. Set a fairly short time limit for this stage, from between 3 and 5 minutes.

3.  In the next stage, ask participants to form pairs. In pairs they can discuss their ideas. They should aim for collaborative dialogue – that is, they should help each other to articulate their ideas. Allow 5-10 minutes for this stage.
4.  Next, participants work in groups of four. Again, the aim is to work together to develop and refine ideas about the connections between multilingual education and education for sustainable futures. This time, they should also consider practical recommendations for teachers and school communities. Allow 10-15 minutes for this stage.

 What are the practical implications for teachers and school communities?

5.  Repeat the process the process for 4. in groups of eight. Give each group a sheet of flipchart paper, and ask them to prepare to present their ideas to the whole group. (Allow 15-20 minutes for this stage)
6.  For the presentation phase, ask each group to present one idea before moving to the next group. The idea should include the connection between multilingual education and educaion for sustainable futures, and some practical implications for teachers and schools. After each short presentation of a single idea, invite other groups to either ask clarification questions or add their own similar ideas. Groups should not repeat ideas which have already been presented.

 The table below shows some possible answers.

Connections	Practical implications
Multilingual education is a strategy for increasing the quality and inclusiveness of education for all learners and in particular marginalized and multilingual learners. Thus, multilingual education can help to counter inequalities at school and in wider society. This relates to an	Opportunities for school communities (staff, learners and families) to critically engage with research-based understandings of multilingualism and multilingual



	<p>understanding of sustainability as ‘justice’, and to sustainable Development Goal 4, which aims for high quality and inclusive education for all learners.</p>	<p>education and language ideologies, and to agree on principles and practices for multilingual education.</p> <p>Professional learning opportunities for school staff to develop language teaching and learning strategies across the curriculum, and meta-linguistic strategies such as comparing forms of expression in different languages and communities.</p> <p>Opportunities for dialogue about sustainability problems and possible solutions, which allow for and appreciate distinct perspectives.</p>	
<p>Multilingual education includes critical awareness of hierarchies between languages, and between monolingualism and multilingualism, in education and in society. This can help educators to recognize that education is not neutral, and the identify the ways in which historical process such as colonization continue to impact education today.</p>			
<p>Increasing the diversity of cultural and linguistic perspectives at school and in society and enabling dialogue between them expands our shared cultural resources. This can help to foster the new ways of seeing thinking and acting needed to ‘learn our way out’ of sustainability crises.</p>			
<p>Unpacking assumptions about what languages are and how language/s should (and should not) be used in education fosters critical thinking of educators, and may drive practical actions to make learning more inclusive for all learners.</p>			



## Glossary of Icons



- Video



- Quiz



- Worksheets



- Editable Worksheets



- Various Media, e.g. Learning Apps



- Text to Read



- A question to Respond or a Question for Reflection



- A Discussion



- A task for an inquiry or search



- Focusing Activity



- A Reflection Activity



- An Activity for Action



- Suggested answers



- a short note for a teacher



- a group exchange



# Glossary of Notions

## Coloniality/Decoloniality

“**Coloniality** (...) refers to long-standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limits of colonial administrations. Thus, coloniality survives colonialism. It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience. In a way, as modern subjects we breath coloniality all the time and everyday.” Maldonado-Torres, N. (2007) ON THE COLONIALITY OF BEING, *Cultural Studies*, 21:2-3, 240-270, DOI: 10.1080/09502380601162548 p.243

“**Decoloniality** denotes ways of thinking, knowing, being and doing that began with, but also precede, the colonial enterprise and invasion. It implies the recognition and undoing of hierarchical structures of race, gender, hetero-patriarchy, and class that continue to control life, knowledge, spirituality, and thought, structures that are clearly intertwined with and constitutive of global capitalism and western modernity. (...) decoloniality seeks to make visible, open up, and advance radically distinct perspectives and positionalities that displace Western rationality as the only framework and possibility of existence, analysis, and thought.” Mignolo, W.D., and Walsh, C.E. (2018) *Decoloniality: Concepts, Analytics, Praxis*. Durham, NC, and London: Duke University Press.

## Euro-centrism

Describes a world-view, emerging as part of colonialism, which positions European history, values, knowledges, cultural practices and people at the top (or centre) of a hierarchy of value.

## Intersectionality

The simultaneous, multiple forms of discrimination experienced by a person due to their (assumed or ascribed) identities. Multiple forms of discrimination do not solely add up but rather form a distinctive social position by intertwining with each other.

[Kimberlé Crenshaw: What is Intersectionality?](#)

## Language

For socio-linguists, language is a key human behaviour and includes many forms in addition to verbal language. For example: verbal forms (e.g., written, spoken, standardised, vernacular), paralinguistic cues (e.g., pause, word stress, bold text, font), non-verbal language (e.g., gesture, positioning, movement, dress, layout) and multimodal forms (e.g., pictures, diagrams, photo, video, icons).

## Monoglossic ideology

Considers languages as single, separate systems of grammar, vocabulary, pronunciation, separate from users and contexts of use. Monolingualism is considered the norm and multilingualism a problem to be managed.

## Multilingualism

Multilingualism refers to the practice of using more than one standard language in communication. Thus, the definition also takes into account the ways different languages are symbolically valued in particular context of practice. From a functional viewpoint of language, everyone is multilingual, as we combine verbal, non-verbal and multimodal language and dialects, and vernaculars in single acts of communication.



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## Multilingual education

Multilingual education, values learners' linguistic and cultural resources intrinsically and instrumentally. It includes critical awareness of monolingual language ideology and hierarchies between languages and their historical roots (e.g., in colonialism, Euro-centrism). Learners develop their languages at school, and use their languages for learning.



## Worksheets and Links

### Start-Up: Language foundations

#### Activity 1. Our languages



[Mentimeter](#)

#### Activity 2. Language ideologies and realities



Worksheet LTP 1\_Unit4\_Activity 1a



Worksheet LTP 1\_Unit4\_Activity 1b



Worksheet LTP 1\_Unit4\_Activity 1c



Worksheet LTP 1\_Unit4\_Activity 1d

#### Activity 3. How can we use language so that everyone can participate and learn?



[Mentimeter](#)

### Development: Exploring Multilingualism

#### Activity 4. Metaphors of multilingualism

#### Activity 5. Orientations to multilingualism – in educational practice



LTP 1\_Unit4\_Activity 5

### Consolidation: Enabling multilingual education in our classrooms and schools

#### Activity 6. Exploring multilingual pedagogies



[Language learning and teaching in subject lessons](#)

Developed by the European Centre for Modern languages (ECML), this webpage introduces tools and materials for teachers to identify their learners' language needs in subject learning, scaffolding techniques for subject teachers and teaching materials and lessons plans for different subjects such as mathematics, history and science.



[A pluriliteracies approach to teaching for learning](#)



Developed by the European Centre for Modern languages (ECML), Pluriliteracies Teaching for Learning (PTL) shows teachers and materials developers ways of fostering deep learning by paying attention to the development of students' subject specific literacies as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies.



[Whole school approaches](#) to multilingual education

Developed by the European Centre for Modern languages (ECML), the ROADMAP enables schools to set up a tailor-made whole-school strategy to support the development of students' competences in the language(s) of schooling. The web-based tools help schools to develop the linguistic and critical thinking skills ALL students need in ALL subjects for learning and school success.



[Translanguaging](#)

This website includes a wide range of practical resources for educators and schools, which includes handbooks and videos, was developed by researchers, teachers and students at the CUNY- New York State Initiative on Emergent Bilinguals (NYSIEB)



[Culturally Responsive Pedagogy](#) (CRP)

Culturally Responsive Pedagogy is an approach to teaching that aims to integrate, promote and maintain the cultural background of students in schools. [This toolkit](#), collated by Jess Boyd for Diverse Educators, introduces the history and underlying principles of CRP and practical examples from classrooms in different countries.

## Follow-up: Multilingual education and sustainability

### Activity 7. Multilingual education and sustainability

## Additional Links and literature

[The platform of resources and references for plurilingual and intercultural education](#)

Developed by the Council of Europe (CoE), the Platform is an instrument enabling member states to develop their programmes relating to languages of schooling and all language teaching while also benefitting from their own experience and expertise. It offers an open and dynamic resource, with systems of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture

[Guide for the development and implementation of curricula for plurilingual and intercultural education \(2016\)](#)

*Jean-Claude Beacco, Michael Byram, Marisa Cavalli, Daniel Coste, Mirjam Egli Cuenat, Francis Goullier, Johanna Panthier.*

This Guide is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages - foreign, regional or minority, classical, and languages of schooling. While primarily intended for those responsible for curriculum planning, it is ultimately aimed at everyone involved in teaching. It is designed to encourage the global, explicit and convergent consideration of the



language of schooling and the other languages taught and used at school as well as the promotion of cross-cutting elements that help interlink the different kinds of language teaching. It proposes practical approaches to developing curricula, illustrated by scenarios and other devices, for the implementation of plurilingual and intercultural education. It has two accompanying satellite studies.

[A Handbook for Curriculum Development and Teacher Training. The Language Dimension in All Subjects \(2016\)](#)

*Jean-Claude Beacco, Mike Fleming, Francis Goullier, Eike Thürmann, Helmut Vollmer, with contributions by Joseph Sheils.*

The Handbook explains why the language dimension is key to closing the achievement gap and describes the components involved in the use of "academic language" (the formal language used by the different academic subjects) while proposing strategies for teaching that takes account of language issues horizontally (across the different disciplines) and vertically (from one level of teaching to another). It also looks at different options for the devising of curricula, the training of teachers and the quality of education, from the institutional level to the local, regional and national levels of the education system.

Hult, F.M., & Hornberger, N.H. (2016). Revisiting orientations in language planning: Problem, right, and resource as an analytical heuristic. *The Bilingual Review*, 33, 30-49.

Ruiz, R. . (1984). Orientations in language planning. *NABE Journal*, 8(2), 15-34.  
<https://doi.org/10.1080/08855072.1984.10668464>



## GreenComp Framework: the European Sustainability Competence Framework

Within the TAP-TS Project, *GreenComp* (Bianchi et al., 2022) serves the following purposes: design of learning and teaching packages; development of TAP-TS professional development activities, (self)-reflection, and evaluation. The aim of GreenComp is to foster a sustainability mindset by helping teachers and students develop the knowledge, skills and attitudes to think, plan and act with empathy, responsibility, and care for our planet.

### Visual representation of *GreenComp*:



GreenComp consists of 12 competences (in bold) organised into the four areas (in italics) below:

- *Embodying sustainability values, including the competences*
  - **valuing sustainability**
  - **supporting fairness**
  - **promoting nature**
- *Embracing complexity in sustainability, including the competences*
  - **systems thinking**
  - **critical thinking**
  - **problem framing**
- *Envisioning sustainable futures, including the competences*
  - **futures literacy**
  - **adaptability**
  - **exploratory thinking**
- *Acting for sustainability, including the competences*
  - **political agency**
  - **collective action**
  - **individual initiative**

**Reference:** Bianchi, G., Pisiotis, U., Cabrera Giraldez, M. *GreenComp – The European sustainability competence framework*. Bacigalupo, M., Punie, Y. (editors), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022; ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

## TAP-TS Roadmap

TAP-TS Roadmap has three main goals: (1) for the TAP-TS partners as a roadmap to design LTPs; (2) for teachers and student teachers to design materials for teaching sustainability; (3) evaluation of LTPs. Explore the visualisation on the next page.

### TAP-TS Roadmap: the Steps / stages in the TAP-TS LTPs Design Journey

<b>1: Clarify the Goal</b>	<p>Our overarching goal is to enable learners and teachers to think and act sustainably. To actively participate in the discourse on sustainability, the topics must also be addressed - sustainably - in schools and universities. The goal of TAP-TS is to create learning and teaching packages for this purpose in the following areas:</p> <ul style="list-style-type: none"> <li>2.1 A Sustainable Europe.</li> <li>2.2 Sustainability and Digitality.</li> <li>2.3. Sustainability and Environmental Education.</li> <li>2.4 Climate Crisis Resilience.</li> <li>2.5 Dealing with Climate Disinformation.</li> <li>2.6 Green Citizenship in/for Europe.</li> <li>2.7 Sustainable Entrepreneurship Education.</li> </ul>
<b>2: Competency Areas</b>	<p>The LTPS should be aligned with the interconnected four competences defined in the Green Comp Framework: • Embodying sustainability values • Embracing complexity in sustainability • Envisioning sustainable futures • Acting for sustainability</p>
<b>3: Networking &amp; Bundle Expertise</b>	<p>There are many exciting topics. 1. Find a focus: what driving question is at the centre of your LTP. 2. See what resources are available (competencies, teaching-learning materials, etc.). 3. Network with colleagues and partner institutions regionally and nationally.</p>
<b>4: Working through the design process</b>	<p>Teaching Sustainability should be: action-oriented learning; hands-on; focussing on real life challenges; stimulate creative collaboration between teachers and learners; visions-oriented; participatory and action oriented . Approaches to teaching sustainability may be inquiry-based learning; explorative learning; networked learning; participation learning aimed at problem framing. Teaching Sustainability may incorporate the following activities: collaborative projects, future framing workshops, research and analysis, discussion.</p>
<b>5: ASSESSMENT DESIGN</b>	<p>In Education for Sustainability assessment can be multifaceted and primarily encourage reflection and be evidence based. There is not always ONE right answer. The goal should be to RAISE QUESTIONS. TS is not about teaching the „right“ behaviour, but about practising a critical perspective. Give TS an important place in curricula and implement credits, badges, or awards for it.</p>
<b>6: PUBLISH TO TAP-TS PLATFORM</b>	<p>Can you and where can you publish your materials under a Creative Commons license as free as possible. Because that is sustainable!</p>



**1 CLARIFY THE GOAL**

A goal of TAP-TS is to create learning and teaching packages that would enable teachers and learners think and act sustainably. Find a focus based on SDGs, GreenComp Framework or a sustainability problem; and define learning objectives within the seven TAP-TS themes.

1. A Sustainable Europe.
2. Sustainability and Digitality.
3. Sustainability and Environmental Education
4. Climate Crisis Resilience. 5. Dealing with Climate Disinformation. 6. Green Citizenship in/for Europe. 7. Sustainable Entrepreneurship Education.

**2 PLAN**

Consult the TAP-TS LTPs Architecture. The LTPs Units should address the interconnected competences as defined e.g. in the Green Comp Framework:

1. Embodying sustainability values
  - 1.1 Valuing sustainability | 1.2 Supporting fairness | 1.3 Promoting nature
2. Embracing complexity in sustainability
  - 2.1 Systems thinking | 2.2 Critical thinking | 2.3 Problem framing
3. Envisioning sustainable futures
  - 3.1 Futures literacy | 3.2 Adaptability | 3.3 Exploratory thinking
4. Acting for sustainability
  - 4.1 Political agency | 4.2 Collective action | 4.3 Individual initiative

See GreenComp for details

**3 BUILD NETWORK AND GROW EXPERTISE**

See what resources are available and could support your LTP (teaching-learning materials, etc.). Network with colleagues and partner institutions regionally and nationally. Describe possible collaborations with the 'world of work'.

**7 SHARE**

Publish and share your materials under a Creative Commons license as open access. Because that is sustainable!

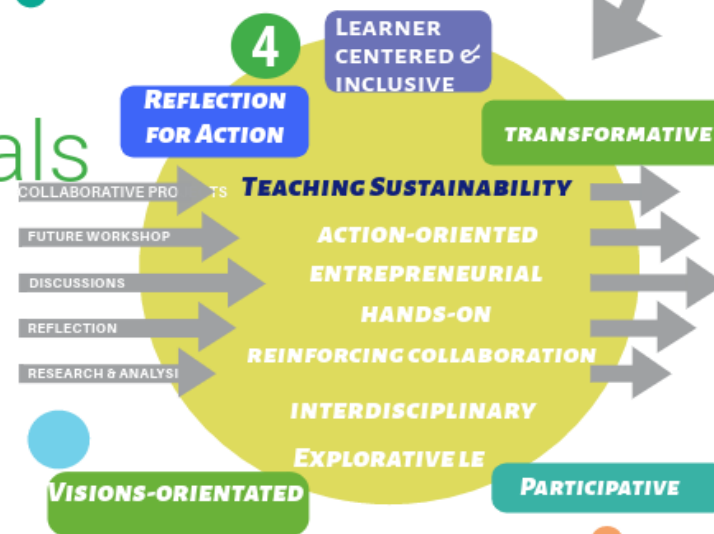
**6 REFLECT**

In Education for sustainability assessment is multifaceted, and primarily encourages reflection (for action and future-oriented) aimed to raise questions and practise a critical perspective.

There is no ONE right answer! Give TS an important place in curricula and implement credits, badges or awards for it.

**5 DO IT! HAVE FUN! DISCUSS! BE CREATIVE!**

# ROADMAP Developing TAP-TS Materials



# Project partners



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