

Reflective questions^{1 2}

for head teachers

How multilingual is my school? Which languages are spoken – by the learners, but also by the teachers? What can I do to make the school's multilingualism visible and to ensure that all languages in the school are treated with equal respect?

What is the school climate/atmosphere like with regard to multilingualism/plurilingualism? Are there hierarchies with regard to different languages and their teachers? Are learners proud of their languages or do they “hide” them?

What do teachers in my school know about the linguistic repertoire of the students? What do I know of the linguistic background of my teaching staff?

Given that my learners are plurilingual, but the teachers mostly monolingual, how can I make the teaching staff more plurilingual? Have I ever encouraged teachers to become more plurilingual?

What legal/administrative basis (curricula, etc.) is there for promoting plurilingualism in the majority class? How open/active/competent do I consider my teaching staff with regard to the topic?

How do I convince my team (especially my majority language teachers) of the usefulness of making plurilingualism a topic in the classroom – for teachers and learners?

Do the learners get the opportunity to introduce all their languages into the (majority language) classroom? Are the language (learning) experiences of learners recognised? Are these experiences seen as strengths, fostered and promoted in teaching and developed into conscious competences?

Is special in-service training needed to promote plurilingualism in majority language teaching? Are there experts who can be asked to give a training session in my school?

Does the school have enough materials and resources to promote plurilingualism in majority language teaching? Does, for instance, the school library have multilingual literature for children and young people? Where can I get funding/financial support to purchase it?

As regards language teaching in general, how do I promote interdisciplinary co-operation between teachers of all language subjects – majority language(s), foreign and classical languages and (if applicable) minority language(s)/languages of origin? Is it possible to develop a “whole school language policy”, which integrates all languages taught or otherwise spoken at my school?

¹ These lists were compiled as a result of group work in the network meeting using additional ideas from Anna Lasselsberger, Alexandra Melista, Magda Maver and Veronika Pólay.

² Boeckmann, Klaus-Börge; Aalto, Eija; Abel, Andrea; Atanasoska, Tatjana; Lamb, Terry (2011): Promoting plurilingualism. Majority language in multilingual settings. Graz: Council of Europe. Online: <http://marille.ecml.at/> [Zugriff: 12.10.2015], page 69f.



Will there be resistance to a plurilingual approach from my team, school administration, parents or learners? If yes, how can it be overcome? Where can I get support in arguing for changes? How do I motivate my team to try something they have never done before? How do I cope with reluctant colleagues? What is needed to convince parents?

Are there institutions (at local, regional or national level) that could support me in establishing the topic of promoting plurilingualism at my school? Can I get funding (and where) for extra measures necessary to implement a plurilingual approach?