



## Knowledge

- Know the national and European official/institutional texts (CEFR)
- Know the specific characteristics of allophone pupils (migratory and educational journey)
- Know the specific needs of allophone pupils
- Know referential bibliographies
- Know key concepts (first language, second language, language of schooling, multilingualism, interculturalism...)
- Understand how a second language is learned in situations of immersion
- Have knowledge of characteristic traits of different languages
- Know the main principles of universal learning design



## Skills

- Adopt a reflective stance on one's professional practices
- Identify opportunities and obstacles to inclusion
- Assess the specific needs of allophone pupils
- Analyze linguistic structures specific to one's discipline (language of schooling)
- Respond to the specific needs of allophone pupils
- Adapt pedagogical practices for allophone pupils through universal learning design, cooperation, and differentiation
- Mobilize specific resources appropriately
- Mobilize languages as resources (plural approaches)
- Collaborate with different partners (educational teams, guardians/legal representatives, institutional and associative services, etc.)



## Attitudes

- Demonstrate empathy and benevolence
- Recognize the importance of languages and cultures in the construction of individual identity
- Decenter oneself from one's own language and culture
- Adopt a posture of mediation