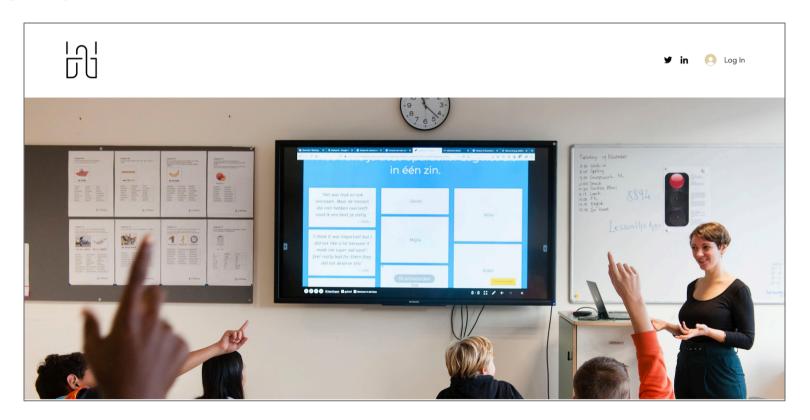
Cultural and Linguistic Identity Portfolio

Based on the RFCDC



Mari Varsányi

Context



De Nieuwe Internationale School Esprit (DENISE)



Superdiverse school

- Dutch students
- second generation immigrants
- newly arrived immigrants
- refugee students

Cultural and linguistic diversity

Strength-based pedagogy

Invite their complex identity into the classroom

Aims

- offer students a smoother transition to their new environment, by reflecting on their (changing) identity
- boost students' self-confidence by letting them stay connected with, and live their identities
- help teachers gain a better understanding of their students' background, so as to be able to build on it

Reference Framework of Competences for Democratic Cultures (RFCDC)



Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

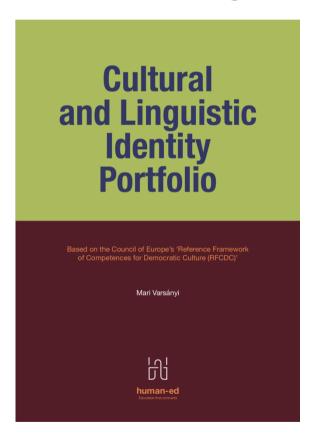
Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills
- Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

Cultural and Linguistic Identity Portfolio



- 6 activities
- 2 self-assessment sheets:
 before and after
- Focus on cultural and linguistic identity

Piloting - context

- DENISE
- Newly arrived immigrants, ages 12-18
- Dutch as a Second language lessons
- 5 teachers, 60+ students
- Started pre-Covid
- Finished testing the activities
- Not able to carry out the post-assessment
- Instead of surveying all teachers interviewed one teacher, coordinator

Results

- students highly engaged during the piloting stage, and reportedly felt more comfortable among their peers and teachers after the pilot
- effective tool in highlighting diversity present in classes, and in empowering students
- a relevant tool for their teaching practice
- focus on the democratic competences added an extra layer to their curriculum: a layer that had been often overlooked, but was important when working with diverse groups of students
- spread it further in the school, also recommend it to Civics teachers

Quote from teacher

"We have seen that our students feel more comfortable when they can reflect on their linguistic and cultural background. We need to make more space for these competences."

Cultural and Linguistic Identity **Portfolio** Mari Varsányi human-ed

Mari Varsányi

info@human-ed.org www.human-ed.org

