



Supporting Teacher Wellbeing in Multilingual Classrooms

Plurilingual Wellbeing of Language Teachers



European collaboration supporting teacher wellbeing

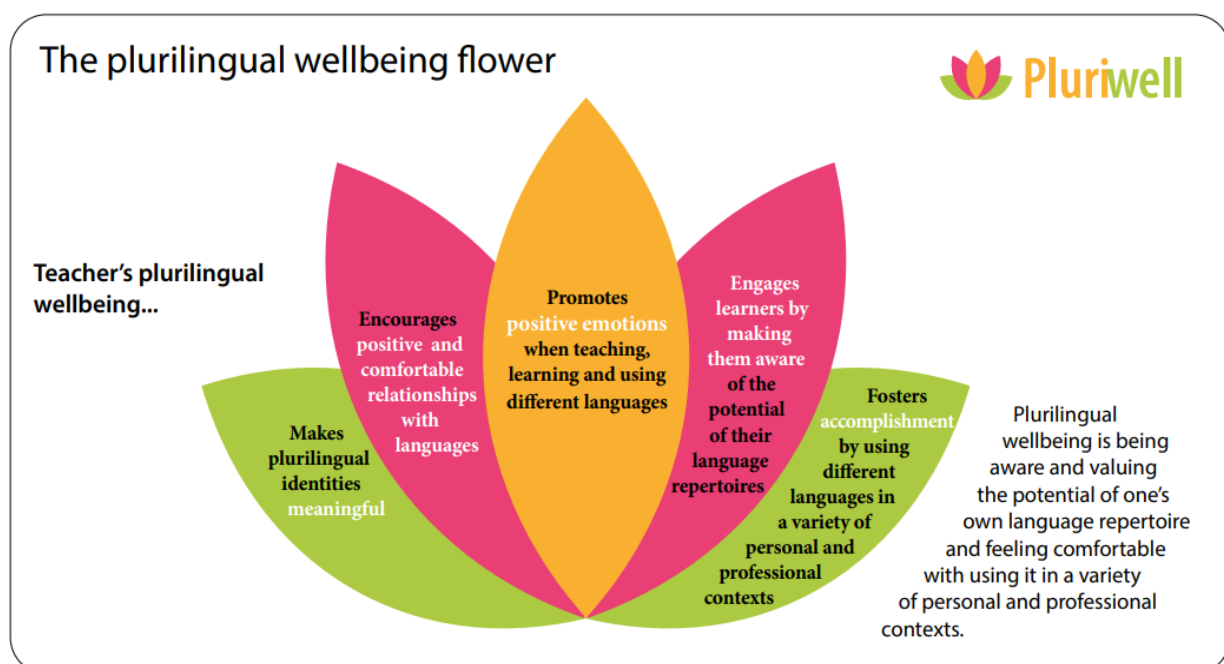
On 25 and 26 March 2026, PPLI participated in the European Centre for Modern Languages (ECML) workshop *Fostering the Plurilingual Wellbeing of Language Teachers (PluriWell)* in Graz, Austria. The workshop brought together 37 participants from 28 Council of Europe member states, including teachers, teacher educators, researchers, curriculum specialists and policymakers, to explore how teachers' own linguistic experiences and identities can contribute to more inclusive, reflective and supportive learning environments.

As language classrooms across Europe become increasingly multilingual, the workshop considered how recognising and valuing teachers' own plurilingual repertoires can strengthen professional confidence, enhance classroom relationships and ultimately support learners' wellbeing and success. Participation in the project enables PPLI to contribute to emerging European discussions while considering how these perspectives may inform future professional learning, resource development and language education in Ireland.

Why does language matter for wellbeing?

The workshop introduced the concept of plurilingual wellbeing, which recognises that teachers' relationships with their own languages influence how they approach language teaching, multilingual classrooms and intercultural learning. Rather than viewing languages as separate systems, the project encourages teachers to recognise the connections between languages, cultures and identities, and to draw upon these resources to enrich teaching and learning.

This perspective aligns closely with wider European work promoting democratic culture, inclusion and learner empowerment. By valuing the full linguistic repertoires of both teachers and learners, plurilingual approaches can foster positive relationships, greater confidence and a stronger sense of belonging within school communities.





Understanding multilingual school communities

A key feature of the workshop was a series of collaborative mapping activities that encouraged participants to explore the language ecology surrounding educational settings. Working in international groups, participants created visual maps of schools and other educational contexts, identifying where different languages are used across classrooms, playgrounds, homes, online spaces, and communities. Beyond simply identifying languages, participants also considered the emotions associated with language use, including belonging, confidence, uncertainty, and exclusion.

Using speech bubbles and visual prompts, participants added authentic teacher and learner perspectives to their maps, highlighting experiences such as confidence in using a home language, anxiety about accents, hidden multilingual skills and opportunities for greater inclusion. The activities encouraged participants to view schools not simply as places where languages are taught, but as complex multilingual ecosystems in which language practices influence wellbeing, identity and participation.

Building on these maps, participants worked collaboratively to identify areas where teacher wellbeing could be strengthened. Discussions focused on recognising hidden language resources, challenging language hierarchies, supporting teacher confidence and identifying practical opportunities to create more inclusive multilingual learning environments.

From reflection to classroom practice

The workshop concluded by introducing a developing toolkit designed to support teachers in fostering plurilingual wellbeing in their own professional contexts. Rather than presenting a fixed methodology, the toolkit offers practical activities that encourage teachers to reflect on their own linguistic identities, recognise the value of their language repertoires and explore how these experiences can enrich teaching and learning.

Activities range from creative identity building exercises and collaborative reflection tasks to practical classroom challenges that encourage teachers to experience languages from new perspectives. Together, these resources demonstrate how the concept of plurilingual wellbeing can be translated into practical approaches that support teachers, strengthen classroom relationships, and contribute to more inclusive school communities.

Relevance for language education in Ireland

Participation in the PluriWell project provides PPLI with valuable opportunities to engage with emerging European thinking on the relationship between language education, wellbeing and inclusion.

The workshop highlighted how language education can contribute to broader educational priorities by supporting teacher confidence, positive relationships, belonging, and inclusive school communities. Rather than viewing language learning as a standalone educational objective, the



project demonstrates how multilingual approaches can contribute to wider aspects of teaching, learning and wellbeing.

PluriWell adds a particular focus on teacher wellbeing and teachers' own plurilingual identities, offering another perspective through which PPLI can respond to increasingly multilingual school communities. These perspectives complement several areas of PPLI's ongoing work. PPLI's [Supporting Multilingual Classrooms](#) resources help schools recognise and value home languages, linguistic diversity and intercultural learning, while its wider [Teaching and Learning supports](#) provide professional learning and practical resources for language teachers. This also connects with [Say Yes to Languages](#) (Primary) and [#ThinkLanguages](#) (Transition Year), which create opportunities for learners and school communities to engage with a wider range of languages and cultures. Together, these areas of work contribute to a broader conversation about how language education can support inclusion, belonging, wellbeing and learner participation.

Find out more

PluriWell project website:

<https://www.ecml.at/en/ECML-Programme/Programme-2024-2027/Plurilingual-wellbeing>

Workshop group photograph:

