Key Idea 4: Enacting culturally sustaining pedagogies

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Key Idea 4

Aim
To develop Languages teachers’ understanding of culturally sustaining pedagogies as a way to respond to diversity through inclusion, by connecting to students’ life worlds and developing Languages classrooms into spaces where students’ full linguistic and cultural repertoires are recognised, encouraged and built upon.

Objectives
Participants:
- engage with current and developing pedagogies related to Culturally Sustaining Pedagogy
- develop further understanding of languages and cultures as assets and students and home communities as experts
- challenge practices that render invisible some ways of knowing, being and doing
- develop constructive approaches in classrooms
- plan for reflexive action in Languages teaching

TfEL connections
TfEL Domain 2 - Create safe conditions for rigorous learning
2.1 - develop democratic relationships; 2.2 - build a community of learners; 2.3 - negotiate learning; 2.4 - challenge students to achieve high standards with appropriate support.

TfEL Domain 3 - Develop expert learners
3.3 - explore the construction of knowledge; 3.4 - promote dialogue as a means of learning.

TfEL Domain 4 - Personalise and connect learning
4.1 - build on learners’ understandings; 4.2 - connect learning to students’ lives and aspirations; 4.4 - communicate learning in multiple modes.
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Further reading


Heugh, K. 2017. Turning language and knowledge diversity from challenge to advantage. Workshop of the Southern Multilingualisms and Diversities Consortium, University of South Australia, 22 November.


Additional readings


Aligning *what* and *how* of teaching and learning in the Australian Curriculum

What is the intended learning and why is it important?

What could the intended learning look like at this level?

How will we engage, challenge and support their learning?

What do we want them to learn?

How will we know if they got it?

So what will we do to get there?

What do they bring?

What evidence will enable us to assess the intended learning?

Design the teaching and learning plan
Aligning **what** and **how** of teaching and learning in the Australian Curriculum

### What is the intended learning and why is it important?

**Why is this learning important?**
- How would our lives be different without this skill, knowledge, understanding? What could we not do?
- Where do we see this learning demonstrated in our everyday lives?

**Read the relevant Australian Curriculum references**

**Share initial meanings**
- What this means to me is…
- The big ideas, essential questions and understandings in this for me are…

### What could the intended learning look like at this level?

**Shared understanding of ‘quality learning’**
- What examples have we seen of quality learning at this level?
- What could high quality learning look like at this level?
- What does the achievement standard really mean? What knowledge, skills and understandings does it require?

**How will students know what comprises high quality learning?**
- What opportunities are there for students to understand the criteria for quality learning?

**What does ‘at this level’ mean?**
- What distinguishes this learning from the achievement standards which come before and after this level?

**What intended learning is not evident in the achievement standard?**
- What could this look like at this level?

### How will we engage, challenge and support their learning?

**Engage**
- How can we hook them in – by building on current interests or generating interest? Have we engaged hearts and minds?

**Challenge**
- How can I stretch all learners?

**Support**
- What will be needed to ensure all learners achieve the intended learning? For example:
  - scaffolds, models, prompts
  - explicit teaching
  - time
  - ways to demonstrate mastery
  - differentiated approaches

### So what will we do to get there?

**Design the teaching and learning plan**

**Bringing it all together through the learning experiences**
- planning
- sequencing
- resource organisation
- and…

### What evidence will enable us to assess the intended learning?

**Demonstrating the learning**
- What are the multiple ways learners can demonstrate their learning – their understanding, their knowledge, their skills…?
- What assessment strategy/ies will best reflect this?

**Feedback cause thinking and learning dialogue?**

**Self assessment**
- What opportunities are there for self-assessment?

**Peer assessment**
- What opportunities are there for peer assessment – activating students as teaching resources for one another?

### What do they bring?

**What are the common patterns we’ve seen that learners bring?**
- Misconceptions/alternative conceptions
- Perspectives/biases
- Points of interest

**Existing understandings**
- What are different ways that enable students to demonstrate their existing understandings, skills, knowledge…?

**What else do they bring?**
- What about the students’ learner identity and learning to learn skills?
- What dispositions, experiences, do they bring?

**Strategies**
- What strategies can I use that capture and enable this to be shown?
Aligning *what* and *how* of teaching and learning in the Australian Curriculum

- **What is the intended learning and why is it important?**
- **What could the intended learning look like at this level?**
- **How will we engage, challenge and support their learning?**
- **What do we want them to learn?**
- **How will we know if they got it?**
- **So what will we do to get there?**
- **What do they bring?**
- **What evidence will enable us to assess the intended learning?**
- **Design the teaching and learning plan**
Enacting culturally sustaining pedagogies activity

Scenario

You are travelling on a short exchange and will be staying with a host family to practice your target language and learn about the host culture.

You have been asked to prepare an activity for an hour or two to introduce your hosts to something (a game, activity, tradition) that is important to your family in Australia.

What will you teach your hosts, and how will you do it?

Activity focus

Activity intentions

Activity plan
Reflection:

1.

2.

3.

4.

Share your thoughts with your table, and on slido
Between session task

Readings

Commitment to action

- How have you started to open up a space in your school where literacy goes beyond English?
  - Across school, curriculum, languages and home languages
- How can you build on this to harness cultural, linguistic and knowledge expertise of students and communities?
  - Choose one of the activities or tasks from today
  - Post your idea on sli.do before you leave today
- Before Key Idea 5
  - Build on, adapt and trial your chosen activity with one of your classes
  - Share your experiences and observations with your PLC and online