



Centre for Educational Research

2021 Educational Conversations (EduCons)

Exploring Cultural and Linguistic Diversity in Teacher Education

Date Friday 10th September 2021: **Time:** 10-12noon
Zoom details: Meeting ID: 880 4950 6478 | Passcode: 843282

SEMINAR OUTLINE

Session 1: Exploring Pre-Service Teachers' Funds of Knowledge **Jacqueline D'warte WSU and Kathleen Rushton University of Sydney**

This session will present findings from a mixed method study of Pre-Service Teachers' (PSTs) Linguistic 'Funds of Knowledge' (Moll et al., 1992). This study, conducted in metropolitan Australian universities and funded by the Collier Charitable Foundation, includes survey data, individual interviews and language maps created by participants. Analysis centred on how PSTs' viewed their individual linguistic strengths, knowledge and experience and how these assets translated into their future teaching. The study also considered participants' views about how their knowledge was taken up by the university. Findings from Western Sydney and Sydney University reveal a snapshot of participants' multilingual, multimodal worlds and highlights the crucial need for new forms of applied knowledge that actively capitalises on the multilingual knowledge and experience of Australia's population.

Session 2: Developing cultural and linguistic capacity in future teachers **William Nketsia WSU and Kay Carroll WSU**

This session will share emergent research about the perceptions, experiences and strengths of those with community language backgrounds and international tertiary experience in their development as teachers. The research will provide descriptive case studies of these experiences gathered from a range of participants and stakeholders in the current WSU Teacher Education Secondary program. Additional emergent findings about students' capacity to engage with diverse linguistic and cultural student contexts based on the Graduate Teaching Standards will be presented.

Session 3: Where to next? New research future/collaborations

- Is the linguistic and cultural diversity of our Pre-Service and In-service Teachers recognized across educational contexts?
- How do we engage bilingual/multilingual educators in recognizing their own knowledge and skill?
- What are the implications for equitable and socially just practices in Pre-Service and In-Service education?