



SICLE Seminar - Investigating Pre-service Teachers' Linguistic Funds of Knowledge

This presentation reports on a mixed method study of Pre-Service Teachers' (PSTs) Linguistic 'Funds of Knowledge' (Moll et al., 1992) conducted in metropolitan Australian universities and funded by an Education grant from the Collier Charitable Foundation.

This study explored PSTs' views of their own linguistic knowledge and how participants saw their linguistic strengths, knowledge and experience translating into teaching. This study also considered the relationship between the university's institutional practices and PSTs' views. While COVID 19 pandemic, restricted access to participants across university sites, this study shows that Initial Teacher Education programs are failing to capitalise on the rich resources of PSTs.

About the presenters

Dr Jacqueline D'warte (*Associate Professor, Western Sydney University & Senior Researcher, Centre for Educational Research*)

Jacqueline's research interests include language and literacy teaching and learning and the connections between language, identity, equity and learning in culturally and linguistically diverse educational settings. Her recent research includes engaging teachers and students as co-researchers and ethnographers of students' language and literacy practices, studies of multilingual pre-service teachers and professional learning for teaching and leadership in low SES schools.



The study highlights the crucial and pressing need for new forms of applied knowledge on how educational sectors can actively capitalise on the multilingual capabilities of the Australian population.

FREE ENTRY

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When: 12pm-1pm (SYD Time), Friday 27th August 2021

Where: Zoom event



Dr Kathy Rushton (*Lecturer, The University of Sydney*)

Kathy provides professional learning for teachers in the areas of literacy and language development and is an experienced TESOL and classroom teacher having worked in primary and secondary settings and with adults learning English. Kathy is interested in the development of language and literacy in educational settings especially in culturally and linguistically diverse socio-economically disadvantaged communities. Her current research projects include a study of multilingual pre-service teachers and the impact that teacher professional learning has on the development of a creative pedagogical stance which incorporates translanguaging and supports student identity and wellbeing.