



The active contribution in learning of multilingual children in monolingual programs

Friday 26th May 2017



Fka Children's Services



FKA Children's Services (*fkaCS*) advocates for children's cultural and linguistic rights and provides support to education and care services in the provision of culturally rich environments that

Our Vision

Our vision is for all children to have access to quality education and care services that recognise and value diversity

What is language?

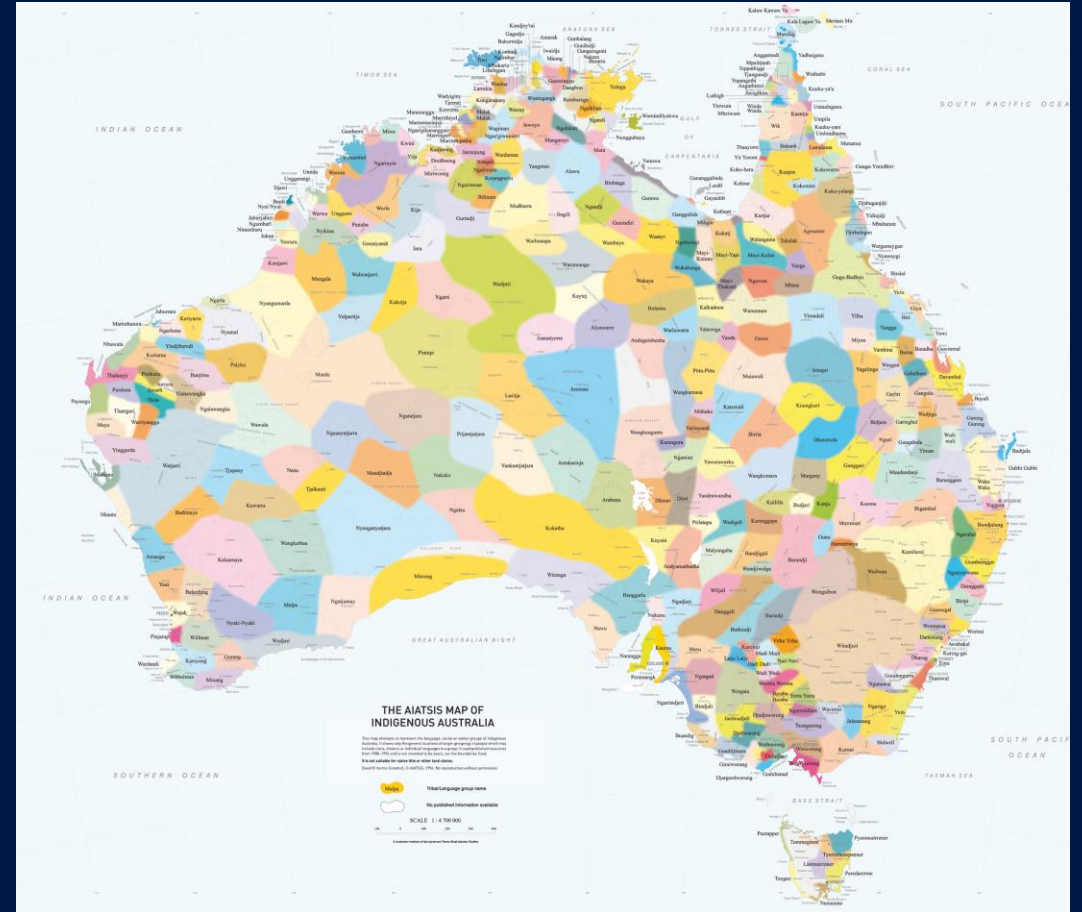


monolingual(ism) *s.*

- One language
- Monoglossic understandings of language
- Nationalism and nation-building
- Societal monolingualism
- Enumerability hypotheses; ethnolinguistic and colonial understandings
- Transposibility hypothesis
- Institutions organise speakers by way of the differential
- Subtractive constructions of bilingualism

- Two or more languages
- Heteroglossic perspectives of language and identity
- Dimensions of bi-/multilingualism
- Individual and societal
- Bi/multi-culturalism
- Multiple linguistic identities
- Cultural competence
- *Trans-*

monolingual(ism) S.



“Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of people in the country where they live, as long as this does not harm others”

Article 30, United Nations Convention on the Rights of the Child



“provide all students with access to high-quality schooling that is free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location”

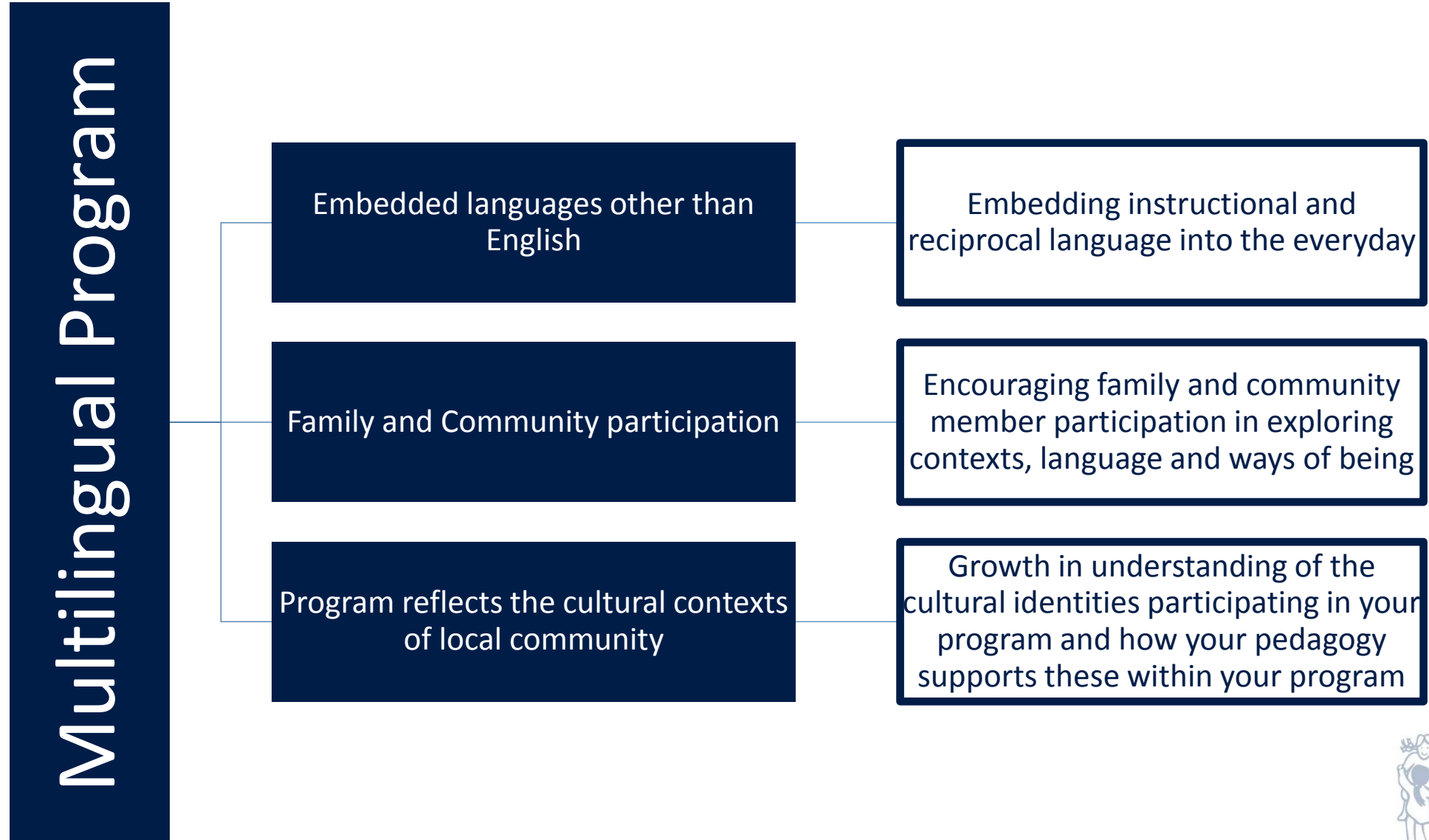
Goal 1, Melbourne Declaration on Educational Goals for Young Australians, 2009



***What does culturally responsive
practice mean for children and
families who speak languages other
than English?***



Building multilingual programs



**How do we create a community culture that
thrives on active contribution and
participation?**



***Reaching beyond the everyday to engage in
reflective and proactive approaches to
embedding culturally responsive practice and
pedagogy within our programs***



Let's reflect

- Where is the increasing interest in, and engagement with, multilingualism evident in teaching practice, teaching materials, teacher-student engagement in the (language) classroom, etc.?
- How do you address this aspirational argument in your teaching?
- In what areas do you see room for improvement, at different levels, e.g. your own curriculum planning, the school's overall (language) curriculum planning, cross-curricular planning, and language education policy directions in your state/territory/country?

Get in Touch



Website: www.fka.org.au

Telephone: (03) 9428 4471

Address: 42 Dight St, Collingwood
VIC 3066

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