

EDINA CPD for Mainstream Teachers

Module 2, Session 2: Culture, history, experience and home language in the curriculum



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Culture

- A culture is defined by its difference from other cultures, yet is always 'produced by people' and subject to diverse influences
- Everyday words reveal the fluidity of what are commonly thought to be borders between cultures
- Our starting assumptions in positioning our own culture in opposition to those of newcomers risk reinforcing notions of supremacy and work against adopting an intercultural approach

Home Language

Translanguaging focuses on what the child is capable of and integrates the pupil's first language with a new target language. For further information see: <https://www.rutufoundation.org/>

A syncretic curriculum enables:

- More collaborative learning;
- Greater involvement of parents and communities in schools;
- The construction of confident learner identities for the pupils;
- More openness to intercultural communication in the teachers.

Including Home languages

- Communicating in different languages is seen as a positive. Pupils can use their heritage languages to help them to learn in lessons.
- The use of the home language should be encouraged, dictionary or translators for new vocabulary.
- Key word lists
- Videos and materials in home language to support learning of concepts
- Converse to discuss new concepts and ideas, allowing quicker thinking
- Don't rely on automated translation
- Beware of subject specific vocabulary

Identities

- Teachers help children to be secure and comfortable in their cultural identities.
- Pupils see themselves in the curriculum and in the environment. Pupils feel like they belong in the school environment and classrooms.
- Teachers talk explicitly about positive aspects of pupil's culture. Pupils see this in topics covered.
- Pupils can speak of a culturally inclusive curriculum in all subject areas.

Points to Remember

- n°1: Recognise, but don't dwell on, cultural difference
- n°2: We share the responsibility of what is happening between 'us' and 'them'
- n°3: Accept 'failure' and learn from it!
- n°4: Live with 'ups' and 'downs'!
- n°5: newcomers are complex too
- n°6: Promote social justice
- n°7: Be systematically and critically reflexive
- n°8: Address power imbalances
- n°9: Use language effectively
- n°10: Go under the surface of appearances