



European Network on Teacher Education Policies



## **ENTEPE International Conference**

**PREPARING TEACHERS TO ENHANCE LEARNING IN MULTILINGUAL,  
MULTICULTURAL AND MIGRANT CONTEXTS  
FACULTY OF EDUCATION, UNIVERSITY OF LJUBLJANA,  
Friday, 20. February 2015**

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*Dynamic interaction of literacy development, positive  
recognition and child participation- pathway toward high  
quality teacher education and educational process*

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# The aim of the presentation:

To make a link between:

- 1) literacy development,
- 2) positive recognition and
- 3) child participation.

To ensure equal opportunity....quality in education.

# Synthesis from different projects:

- Project: *“Integration of Roma children in the school.”*, from 2002- 2005, Educational Research Institute, Ljubljana.
- Project: REFINE, »*Academic Success for Roma Children*«- from 2005- 2007. The aim of the project was developing assessment strategies and strategies to improve pre- reading and reading skills for all children and especially for the children which they have lack of supportive environment to develop those skills and that’s why they need more instructions and more intensive and carefully planed environment than children that already have it in their everyday life, Educational Research Institute, Ljubljana.
- Evaluation study- *Academic Success of Roma children*- Educational Research Institute, Ljubljana, 2010.
- Project: Partnership with schools and faculty in years 2004, 2005, University of Primorska, Faculty of Education, Slovenia.
- Project: Partnership with schools and faculty in years 2006- 2007. University of Primorska, Faculty of Education, Slovenia. The aim of the project was developing networks of mentors to improve mentors competencies and students active involvement in the pedagogical practice during the studying process.
- CORE – Competence Requirements in Early Childhood Education and Care (University of East London, Universitet Gent), Educational Research Institute, Ljubljana (2012).
- Evaluation of Child participation in preeschools in Slovenia, (2010).
- DSKK, RAISE social and cultural capital in environments, where Roma live (2011- 2013), Educational Research Institute, Ljubljana.
- Professional Bases for the Formation of Social Cohesion in Education conducted by the Faculty of Education at the University of Primorska (2010-2012).

# What have we learned?

- Integration of Roma children:
- Quality in education is ethical and political act (Dahlberg and Moss 2008), identified with structural and process dimensions, and not just achievements (Sylva 2010). It is the story about different ways of children's recognition and making meaning in education.
- Learning (literacy development) have to be meaningful for the children.
- Cultural appropriation (also language) and positive recognition (of culture, children, their families, local environment...), listening children and families perspectives is essential for academic success.

# The most problematic discourses (Vergas Claveria & Alonso 2003):

- Ethnocentric Approach: Assimilate to Succeed
- Amartya Sen (1999, p. 233):
- „The world is invited to join the club of „Western democracy“ and to admire and endorse traditional „Western values“ that are seen as universal and, as such, are assumed to be right and proper for all societies and cultures.
- Cultural superiority
- Parents have to accept values and expectations

- Relativistic Approach: keep away from Schooling to Preserve the Culture:

Cultures are considered neither superior nor inferior, only different.

Respect for difference means accepting and respecting a group's poverty as a cultural factor; members of that ethnic group are blamed for their own poverty and society is exempted from finding ways to eliminate it and reduce its impact on learning.

# What have we learned?

- Partnership with schools and faculties...and social cohesion in education
- Researches with schools are crucial for academic research and teachers professional development.
- Mentorship (mentors and students) have to base on development of common understandings what quality in education (quality of the process), means.
- Mentor can't be the best mentor if she/he doesn't reflect the quality of the process in dialogue with others.

What have we learned about child participation? Problematic discourses in the pedagogical process and in the reflection, that derives from the image of a child (Rutar, S. (2014). Do Children Truly have Opportunity for Self-Expression in Education?)

- **Children's needs discourse** (Woodhead 1997)  
Is the child enough competent!? At this age and stage? The child needs protection...
- **Self-regulation discourse**
- Children are invited to believe that they regulate themselves according to their choices, they are invited to regulate their souls, as Rose (1999) says. It is the regime of truth (Foucault 1980) that maintains the situation as it is. And as Foucault says: "...the problem is not changing people's consciousnesses- or what is in their heads- but the political, economic, institutional regime of the production of truth" (p. 133). That's why it is possible that self-regulation discourse work against children's self-expression. Children strive for adults recognition. And choices are made in the regime of expectations (for self-regulation).
- **Participation with the child in mind:** child appropriate practice for the children, active learning.... We know what is the best for the child! Child-centered appropriateness without children's voice.

# Solution is link between:

- 1) meaningful literacy development, which is starting point for positive identity development and children's self-expression; literacy and teaching literacy must be linked to children's identities (children's experiences, attitudes, ways of expressing),
- 2) positive recognition, of children's culture, languages in which children talk with and to mother, father, friends and their relatives,
- 3) child participation, with children's hopes, their needs for belonging and for contribution in learning society.

# Why?

- Why literacy and how? Literacy means opportunity for expression, and receiving, reading world (Freire). It is liberation. It is dialogue between existing and things, which we didn't expect and opportunity for transformation. Literacy is not just the process of taking or getting (informations, skills, stories), but also developing new perspectives, stories....
- Why positive recognition and multilingual education? Children could understand the content **and participate**, if the child understand the meaning of the words in teaching language. It is also connected with recognition of children's identity and not just language !!! Children in education get the answer who they are and if it is ok, what they are (Vandenbroeck).
- Why child participation? Only child himself is a master of his/her life. He is the only person who could express his needs, worries, ideas, stories. He is the only person, who could express the things that the teacher can't even imagine that exist. It could happen only in condition of direct child participation and not in the context of the pedagogy „with the child in mind“.

# On the earth, in the classrooms:

- Teachers competencies:
- Diversity awarness (sensibility (not just knowledge) toward children's identities, their stories, what their language(s) means to children and to their families...)
- Literacy development and assessment of preliteracy skills, skills to support development of underdeveloped skills, to develop reading, writing, listening and talking according to children's previous stories...not just knowledge... Opportunity for children to express their stories and to listen other stories...and to become critical and transformative reader and writer.
- Emergent curriculum, dialogue in the classroom, documentation, reflection on children's work, experiences, feelings and attitudes. Curriculum can't be fixed if we listen to the children. Has to be emergent-together, with children. Building knowledge and community together, where children and teachers take part and learn together, means child participation.
- If you are part of something (participation) means that somebody trust you, believe in you (positive recognition). You have chance to express (literacy) and interpret your own stories (meaningful learning), listen others stories (literacy), and transform the world together with others.

**I HATE WHEN PEOPLE SAY "NICE TO MEET YOU" BEFORE I'VE EVEN SAID ANYTHING**



VIA 9GAG.COM

**HOW DO YOU KNOW IT'S NICE TO MEET ME?! I'M AN ASSHOLE**

Reply on 9GAG: Why should it not be nice to meet you, if you haven't said anything yet. (Openness and positive recognition....)

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So: nice to meet you!



# What happens in relations?

- Relations starts with my previous understanding: who I'm (what I think about myself),
- what I expect from others,
- what others expect from me,
- how others see me....is ok what I'm?
  - Relations and recognition

# We have to be aware:

- Frederickson and Cline (2010) list a variety of forms of bilingualism whose statuses are **entirely different**.
- Children can be bilingual:
- because they live, together with their highly educated parents, in foreign countries and attend schools there because their parents work as, for instance, diplomats or university teachers;
- because they were born in a culture where bilingualism is part of the majority culture and their parents speak the language that has a high social status, whereas the second language is a fairly widespread and spoken language;
- because their parents come from different language environments; or
- because their parents are immigrants due to bad economic conditions in the environments from which they have come, are refugees or are members of minority cultures.

So: am I OK, is OK what I'm? And, what I can become in relation with others?