

# **ITE Programs with and for World English Speakers**

## **Reconceptualising the 3Rs**

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From.....To

Rudimentary

Ruinous

Racist

Responsibility

Relationships

Respect

# World English Speakers

“Those student - teachers who were born in Australia and those who have migrated to the country from anywhere around the world and use one or other variety of English as a first or subsequent language.”

Singh, M. and Han, J., in press 2007.

# Varieties of English

Aboriginal English

Indian English

Malaysian English

Nyungar English

Singapore English

# Where are the WES?

Skilbeck and Connell (In Top of the Class 2007)

“Teaching does not seem to be drawing fully on the multi-ethnic/multi-cultural diversity of Australia...[the] conventional image of teaching [is] as largely a lower middle class, Anglo-Celtic profession, feminine in the primary...and masculine in the upper secondary years....”

# Where are the WES teachers?

ITE programs continue to be:

“Turning out class after class of young white female teachers who would rather work in white middle class suburbs”

Ladson-Billings, 1990

“Children of colour see few people of their own background among the professional staff in schools, while white children see few people unlike themselves in these roles.”

Villegas and Lucas, 2004

# The Changing Face of ITE

“The burkas (burqas) and hijabs of moslem women student-teachers rise up in front of Anglo-phone teacher educators, modestly reframing Minority World teacher education as a possible site and source of shared dis/empowerment and mutual mis/understanding.”

Singh, M. and Han, J. (in press 2007)

# An Absence of Engagement

Despite the increasing presence of WES students in ITE programs in Australia, Han (2006) argues that:

“ the evidence points to an absence of engagement of teacher educators with their experiential knowledge of schooling, different educational cultures and their multilingual knowledge networks.”

# Anti Racist Educators

## The 3 Rs

- Take **responsibility**
- Build deep **relationships**
- **Respect** and validate WES knowledge and skills

# What can I do?

- Acknowledge racism as a systemic system
- Analyse my own whiteness and White Privilege and what that means in my personal and work life
- Recognise moments of transformation in myself

*It was sort of the beginning of you know a kind of scraping away stuff that had built around the eyes and to see that I did indeed have privilege and had some learning to do.*

- Do this work with my own colleagues so they can understand who they are as racial beings and address our own White privilege.

Manglitz, E. Johnson-Bailey, J., Cervero, R.M (2005)

# Build Deep Relationships

“Listen to the issues from the folks that are most directly affected by those issues and really getting at the root causes of what is going on in those communities”

“Deep, intimate relationships that make honesty possible and fruitful....not superficial”

Space for some grounded research to listen to the voices

Manglitz, E. Johnson-Bailey and Cervero, R.M., 2005

# Creating Sustainable Change

- Research, document and build on what we already successfully do as the beginning of deep structural change.
- Acknowledge the seriousness of challenges Anglophone academics, students, mentor teachers and supervisors may have engaging with World English Speaking students
- Take **responsibility** if it is us, as academics and teachers, who are the ones not communicating effectively with WES students.

Singh, M and Shrestha, M. (in Press, 2007)

# Adding Perspectives in ITE Programs

Access and incorporate multilingual knowledge networks - WES students have complex knowledge networks with links with families, friends and diasporic communities (especially with email, mobile phones, multilingual websites) add these perspectives to educational issues and encourage exploration of productive transnational solutions.

Singh, M and Shrestha, M. (in Press, 2007)

# Building Double Knowing in ITE Programs

Include ethnographic knowledge in tutorial discussions  
and essays

Double knowing provides a scaffold that enables students to relate what they are learning to what is known in their home country [or community] and in their first language. Having international students search for evidence from their homeland takes all students beyond a nation-centred approach to education to an international perspective.

Singh, M and Shrestha, M. (in Press, 2007)

# Making Connections

For trans-national student-teachers, the absence of explicit connections between knowledge in Australia and their former country adds to the difficulty they experience in their transformation into becoming “Australian teachers”.

Singh, M. and Han., J., (in Press 2007)

# But not to....

**have the WES students engage in:**

“rather stilted performances that hyper correct what ‘real’ ....[teachers] look, talk and act like.”

Gee, 1996

**But rather:**

“open the doors of academe to these new and challenging ‘other’ Discourses and ways of acting in and thinking /speaking about the world.”

Price 2005

# Acknowledging Stereotypings

Teachers migrating from Majority (Third) to Minority (First) world nations cross “not only racial coding of black and white, [nor] sexual coding of femininity and masculinity” (Henderson, 1995, p7) but also such educational codings as “traditional” and “progressive”.

Singh, M. and Han., J., (in Press 2007)

*“In China they just stand up in front and teach and you pick it up or you don’t, too bad”*

Class room based mentor teacher interviewed as part of study of School Practicum Discourse by Santora, N. (1996)

# Question the Unquestionable

Contemporary discourses of student centred / constructivist ways of teaching and learning or the even newer and more pervasive standards and 'back to basics' agendas too often remain unchallenged and unquestionable.

*“Highly privileged are those who can happily afford to remain comfortable in the protected world of theirs, which neither seems to carry any ambiguity nor does it need to question itself its mores and measures and its utter narrowness despite its global material expansion”*

Minh-ha (1991) in Singh, M. and Han., J., (in Press 2007)

# Challenging perspectives

A teacher education program that values student-centred engagement could use trans-national student' experiential knowledge and their knowledge networks to open up for interrogation taken-for-granted assumptions about official knowledge, such as that authorised by teacher registration authorities.

Singh, M. and Han., J., in Press 2007

# Validating Double Knowing in ITE Programs

Acknowledge and validate the meta linguistic skills  
WES students use when engaging with Academic  
Australian English.

- Produce assignments where WES can demonstrate what they can learn from two or more educational cultures.
- Include a bilingual glossary of the concepts they learn in English and their first language
- Include a list of references from research published in first languages
- Advise about appropriate bilingual dictionaries
- Explicitly teach about different academic conventions
- Explicitly teach high order meta linguistic strategies

Singh, M and Shrestha, M. (in Press, 2007)

# Requires \$\$\$\$\$

Resourcing is needed to reconceptualise the reception, validation and content of our programs.

But we can start small -  
acknowledge and map what we already do.....and buy a coffee?

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