



Culturally and Linguistically Responsive Early Childhood Pedagogies Conference

Friday 22nd November 2024

Registrations open 8:30am

Amy Wheaton Building

or via Zoom



Centre for
Research in Educational
and Social Inclusion



Children's Services
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Welcome to Country

Kauwanu Ivan Tiwu Copley OAM

Uncle Ivan-Tiwu Copley is a Peramangk/Kaurna man who was raised around Plympton and the sand hills of Glenelg North in South Australia. His achievements working with Aboriginal and non-Aboriginal Peoples for reconciliation and recognition were honoured in 2005 with the Premier's Award for Community Achievement, and again in 2009 when he received the South Australian of Year Award. More recently, Ivan received the Order of Australia Medal (OAM) in 2012. Ivan works tirelessly around all parts of South Australia as the Aboriginal and Torres Strait Islander Engagement Manager-SA, Indigenous Community Engagement Strategy, Australian Bureau of Statistics. He currently holds positions as Chairman for the Campbelltown Council Reconciliation Advisory Committee and the Aboriginal Centre for Information and Arts in SA Inc (ACFIA) and only stepped down recently from a seven-year term as Chairman of The Indigenous Information Network of SA (TURKINDI Inc). He is an Executive Board Member of Reconciliation SA, the National Indigenous Sport Academy, and National Coordinator of the National Sorry Day Conference in Adelaide. Uncle Ivan is also a recognised artist, author, and advisor for Indigenous protocol and cultural appropriateness, and is a sought-after speaker for conferences, seminars, and political events.



Keynote Address

Associate Professor Jamie Sisson
University of South Australia

Culturally and Linguistically Responsive Pedagogies in Early Childhood Education

The early years of a child's educational journey are critical to building identities as competent and capable learners who have a strong sense of belonging. These early experiences are particularly important for children and families whose cultural and linguistic knowledges are not from the dominant culture. The recent update of the National Australian Early Years Learning Framework (EYLF 2.0) identified an urgent need for early childhood practices to be culturally and linguistically responsive to the rich diversities that are represented by children and families in Australia. This keynote address introduces the conference by providing an overview of the project, *Culturally and Linguistically Responsive Pedagogies in Early Childhood*, funded by the Lillian de Lissa Trust and five partner organisations. Recognising the pivotal role of early childhood educators in translating policy into meaningful practice, this project has developed collaborative professional learning communities across South Australia and New South Wales to bring early childhood educators, leaders and researchers together to co-construct culturally and linguistically responsive pedagogies. This keynote will unpack the theoretical framework which underpins the work that will be presented by early childhood sites, and will discuss the methods that have been used to support meaningful professional learning and pedagogical (re)design. The project aims to support learning communities where children, families and educators can thrive together through a co-design approach aligning with the South Australian Early Learning Strategy 2021-2031, and which also aims to build research partnerships to inform evidence-based culturally responsive practices and to strengthen partnerships with families.



Keynote Address

Professor Sue Grieshaber
La Trobe University

Policy and Meaningful Culturally and Linguistically Responsive Pedagogy

Recent policy updates to *Belonging, being & becoming: The early years learning framework for Australia V2.0* (EYLF) (AGDE, 2022) have highlighted the importance of the practice of cultural responsiveness for educators in Australian early childhood education settings. Cultural responsiveness is closely connected to other practices identified in the EYLF, including responsiveness to children; play-based learning and intentionality; and holistic, integrated, and interconnected approaches. The concept of cultural responsiveness also has close links to several of the principles in the EYLF (e.g. respect for diversity; meaningful engagement with Aboriginal and Torres Strait Islander perspectives; equity, inclusion, and high expectations). In V2.0, early childhood education, care and development have been declared a 'national policy priority'. Further, as part of this national policy priority, educators are expected to play a 'critical role' in 'ensuring all Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education ... and [in] advancing Reconciliation in Australia' (AGDE, 2022, p. 4). In this presentation I explore the expectations of the before-school sector related to the national policy priority. I also investigate the practice of cultural responsiveness to show that it is only part of the story. To do so, I consider the multi-dimensionality of the concept of cultural responsiveness, the necessity of active engagement, and the often-overlooked attributes and rich resources of some educators.



Keynote Address

Associate Professor Samara Akpovo
University of Tennessee

Peer and School Culture Collisions: The 'School Family' as an Atmospheric Wall

Superdiverse early childhood contexts can become emotional battlegrounds when peer and school cultures collide. Classroom atmospheres and emotional display rules should be critically examined when working with children in superdiverse learning contexts. To do so, this research examined the emotional experiences of three teachers and nineteen children from one federally funded preschool classroom for low-income families and children in the US. Qualitative data consisted of eight months of participant observation field notes, video/audio-recordings, interviews, team meetings, artifact collection, and data revisiting. Drawing on Ahmed's cultural-political lens of atmospheric walls, affect, and emotion (2014), the findings demonstrate how an idealised 'school family community' acted as an atmospheric wall, creating unintended emotional frustrations, tensions, and barriers to children's and adults' sense of belonging. Children in turn constructed atmospheric walls against teachers' school family intentions. Near the end of the school year, one male child continued to be rejected by peers and was positioned by teachers as the 'disrupter of the school family atmosphere.' Implications and recommendations further explore the significance of affective atmospheres where adults and children co-construct their social and emotional environments in productive ways that honour both the school and peer culture.

Program

Time	Room H1-44
8:30	Registrations Open: Room H1-44, Amy Wheaton Building, Magill Campus
9:00	Conference Opening: Associate Professor Victoria Whittington
9:05	Welcome to Country: Uncle Ivan Tiwu-Copley
9:20	Keynote Address 1: Associate Professor Jamie Sisson Culturally and Linguistically Responsive Early Childhood Pedagogies: Overview of the Project
9:50	Keynote Address 2: Professor Sue Grieshaber Policy and Meaningful Culturally and Linguistically Responsive Pedagogy
10:20	Morning Tea, Transition to breakout rooms

Time	Room H1-44	Room H2-08
Chair Discussant	Belinda Trewartha Kerry Staples	Mikayla King Associate Professor Chris Woodrow
10:30 – 11:30	<p>Maria Iovino South Australia From chaos to connection in group time: A culturally and linguistically responsive approach</p> <p>Emma Forbes & Gunjan Chhabra New South Wales How can we increase visibility of home languages in our early learning environment?</p>	<p>Frances Scanlon & Laura Childs South Australia Through spirituality, how do we create an atmosphere of welcoming for children and families?</p> <p>Bryce Hageman, Maria James, Rachel Cotter & Tina Andrews New South Wales (via Zoom) What strategies will support meaningful parent engagement?</p>

Chair Discussant	Sheryle Yorston Dr Jodie Stribling	Irene Scriven Associate Professor Jacqueline D'warte
11:40 – 12:40	<p>Claire Sampson, Lauren Stoddart, Katie Sarantou & Chelsea Edwards South Australia From deep listening to co-construction: Engaging with educators', children's and families' lived experiences</p> <p>Josie Macdonald & Jenelle Williams New South Wales 'It's all about the relationships': Prioritising family relationships during the transition to preschool</p>	<p>Mimi Hayward, Angela Kernahan & Melissa Von Senden South Australia Learning on Country – Warrungka Tirka and beyond</p> <p>Jack Swindells, Justine Uluibau, Kirsty Kelly & Madison Tsapoutas New South Wales (via Zoom) What strategies can we put in place to collect students' and families' funds of knowledge?</p>

Time	Room H1-44
12:40 – 1:30	Lunch will be served in the foyer of H1-44
1:30 – 2:00	Keynote Address 3: Associate Professor Samara Akpovo Peer and School Culture Collisions: The School Family as an Atmospheric Wall

Time	Room H1-44	Room H2-08
Chair Discussant	Dr Marty Mills-Bayne Associate Professor Victoria Whittington	Dr Abigail Diplock Jaydene Barnes
2:10 – 3:10	Lynne Rutherford, Lyndsay Healy, Krystal Kimble South Australia Embracing diversity: Creating atmospheres of hospitality for children and families	Anne Marie Shin University of South Australia Re-imagining young children and families as cultural contributors – What can we learn from artists?
	Juliana Martino South Australia Supporting CLRP transitions as a pedagogical leader	Dr Muna AL-Siyabi Hamood University of South Australia Educators co-constructing religiously responsive pedagogies with Muslim families

Time	Room H1-44
3:20 – 3:50	Panel discussion Uncle Ivan Tiwu-Copley Professor Sue Grieshaber Associate Professor Samara Akpovo Professor Lester-Irabinna Rigney, PhD, FAHA, AM
3:50 – 4:00	Close

