

eNSPIRED
International Dialogue on Equity in Education
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Silence is no longer an option!

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Tackling social inequality in education

- ❏ Social inequality and unequal outcomes in education are a tenacious problem
 - PISA (OECD)
 - PIRLS
 - TIMSS

- ❏ Language use at home is seen as the cause of this inequality

Exclusive L2 submersion model

- ❑ For the last 10-15 years, in most European policies, to overcome this problem, 'language' has become more and more pivotal, as the main lever (condition) for school success;
- ❑ Almost exclusive focus on an L2 submersion model
 - Remedial teaching programmes; pull-out classes; summer schools;
 - ...
- ❑ Not acknowledging, ban and suppress the use of pupils' other language repertoires at school and in the classroom

4 assumptions

1. Migrant children only or mainly speak their home language at home and outside kindergarten
2. Language spoken at home is the main explaining variable for children's cognitive development and school success
3. Knowledge of the dominant language is the condition for success
4. Children (and their parents) speaking another language than the dominant language should be submersed in the L2 and this as early as possible. So, allowing children to use their home language in child care centers and at school impacts negatively L2 learning and hence their development and school success

Superseded views?

- International research (e.g. PISA) seems to indicate that an exclusive L2 submersion model is less effective than assumed. The inequality gap increases;
- Sociolinguistic research unraveled the complex dynamics of youngsters' multilingual practices to communicate; construct and share knowledge
- Sociology research points to a multitude of explaining and intervening variables (teachability culture; futility culture; tracking; ...)
- Educational science research as well (leadership; powerful learning environments; high expectations; co-teaching; feedback; ...)
- An exclusive L2 submersion model is in contradiction with what is known about SLA and language learning processes of the last 20 years
- The negative impact of monolingual perceptions and beliefs is well documented

Averse to empirical evidence

- ❑ Policy plans and actions of new government build on an even stronger monolingual and deficit paradigm
- ❑ Links to a revival of:
 - Monolingual ideology (and sub state nation building)
 - Traditional & market driven education models
- ❑ PISA highly influential in policy making:
 - Language (i.e. dominant language) is “problem”
 - Deficit and ignore ML and knowledge one brings to school
 - Uniform language test -> pull-out class
- ❑ Immersion and pull-out classes are being confused
- ❑ ML is absent in policy documents
- ❑ Increases and perpetuates inequality
 - Social equality in education is segregation

Act

Human Rights frame

- **Linguistic rights** are the human and civil rights concerning the individual and collective right to choose the language or languages for communication in a private or public atmosphere. Other parameters for analyzing linguistic rights include the degree of territoriality, amount of positivity, orientation in terms of assimilation or maintenance, and overtness. Linguistic rights include, among others, the right to one's own language in legal, administrative and judicial acts, language education, and media in a language understood and freely chosen by those concerned.
 - Universal Declaration of Linguistic Rights (1996)
 - European Charter for Regional or Minority Languages (1992)
 - Convention on the Rights of the Child (1989)
 - Framework Convention for the Protection of National Minorities (1988)
 - Convention against Discrimination in Education and International Covenant on Civil and Political Rights (1966).

Equity and social equality frame

Multilingualism (and by extension MC)

- ☐ Identity perspective
 - Recognizing, valuing, sharing
- ☐ Functional/rational perspective
 - For learning, schooling

Language: complex dynamics

- ❑ Languages as compartmentalized units
- ❑ Translanguaging: code switching, code mixing
- ❑ Socially determined repertoires

Knowledge: complex dynamics

- ❑ Universal knowledge
- ❑ Culturally determined knowledge
- ❑ Socially determined knowledge

- ❑ Different systems of knowledge transfer, construction:
 - Cultural
 - Social

Persistent problem in education

- ❏ (il)legitimate languages and language repertoires
- ❏ (il)legitimate knowledge and systems of knowledge construction

Challenge

To achieve:

- All languages (and repertoires) respected, valued, shared and exploited
- Equity and social equality (both cognitive and non-cognitive) and maximum learning opportunities for ALL children
- Drastic shift is needed to a more inclusive diversity policy focusing at the basics:
 - Beliefs and teachers' noticing and practices
 - Addressing feelings of efficacy
 - Curricula, didactics
 - Evaluation
 - ML and LOI in the core (not separate)
 - Shared responsibility (school-parents-pupils)

Teachers' noticing



- **Changing teachers' practices begins with changing their vision on that practice**
- **A vision determines how one perceives challenges and how one will address these**
- **Vision functions as a kind of lens on our practices**

Teachers' noticing

- Teachers have differential beliefs about educating students who differ from the so-called norm and who have a higher risk of academic failure:
 - Ethnic-minority students
 - Students that speak another language than the school language at home
 - Or students with different physical or mental abilities
- These beliefs impact the way teachers create learning opportunities that appeal to the needs of these students
- Impacting students' cognitive and non-cognitive outcomes



Feeling of efficacy

- ☐ Can mediate between attitudes and practices
 - Knowing and knowing that something is important <-> knowing how to implement it into practice
- ☐ Teacher
 - Quality of classroom practice
 - Wellbeing
 - Motivation and commitment
- ☐ Pupils
 - Seeing that somethings works with pupils (e.g. ML) stimulates teacher self efficacy
- ☐ School
 - Leadership
 - Collaborative culture
 - Culture of efficacy

7 quality dimensions

A. Attitudes

A 1

Attitude towards different dimensions of diversity

A 2

Vision about the role of education for/in diversity

B 1

Noticing diversity

B 2

Let excel every pupil

B. Feeling of efficacy

B 3

Guide and support every pupil to high quality interactions

B 4

Collaboration with colleagues and external partners

B 5

Join forces with ALL parents

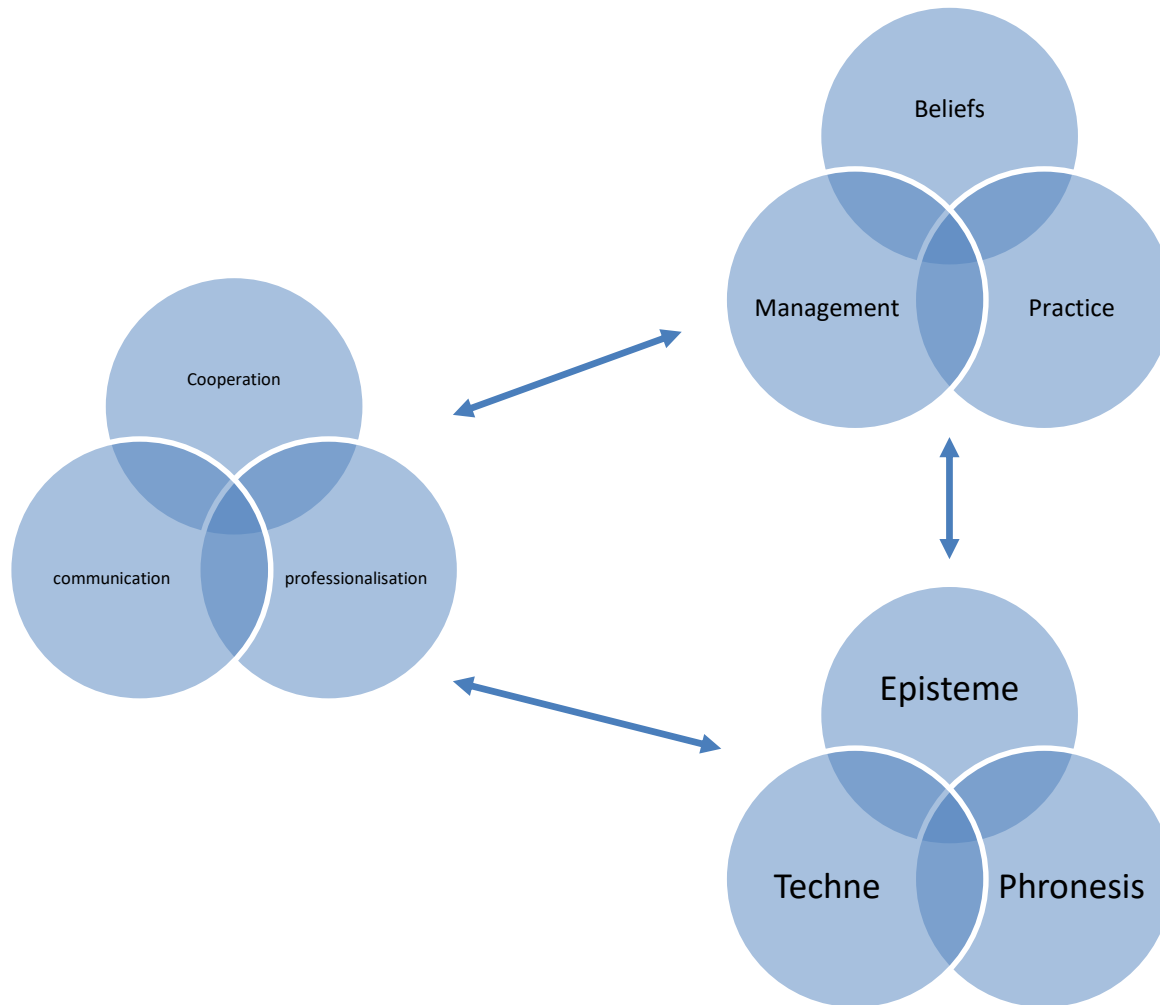
Is multilingualism a sufficient answer to inequities in education?

- ❑ Multilingualism has positive impact on meta-linguistic awareness, executive functioning, cognitive flexibility, information processing, ...
- ❑ Limits of traditional bilingual education
 - Spatial and temporal separation arrangements
 - Multitude of languages in schools
- ❑ Double standard of multilingualism
- ❑ ML in periphery of education: kumbaya ML
- ❑ In promoting ML in education, without taking into account mechanisms of reproducing social inequality, there is a danger of ML being an elitist instrument, increasing inequity

Functional multilingual learning

- ❑ Integrating ML, LOI and learning
- ❑ Exploiting multilingual repertoires as didactical capital for learning: functional use of home languages in multilingual, L2-dominant learning environments;
- ❑ Exploiting multilingual repertoires to raise multilingual awareness, create positive attitudes towards ML, contribute to identity and status, to wellbeing, self confidence, self-esteem, to express ideas, opinions and feelings, ...
- ❑ Important condition is creating powerful learning environments
- ❑ A ‘multilingual social interaction model for learning’ as alternative for a ‘language learning model’

To conclude: our advocacy role



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THANK YOU

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