New policies, new curricula, and the focus on local, national and international benchmarks are presenting complex challenges for teachers, particularly those working with English as an Additional Language or Dialect Learners (EALD). While culturally and linguistically diverse communities may be unevenly distributed among public schools in Australia, many classrooms, especially those in the most populous State of NSW, increasingly encompass young people who bring wide ranging linguistic and cultural knowledge, skills and understandings to school. This presentation will draw on current Australian, in-school research that aims to recognize and build on young people’s linguistic competencies by engaging teachers and students as linguistic ethnographers. This presentation will focus on one urban school and the ways the school community’s transcultural and translingual competencies were not only acknowledged but used to enhance engagement and learning for young people aged 6 to 12 years old in two classrooms. This presentation will detail how the language and literacies these young people used inside and outside of school were explored in classrooms and how this knowledge was used to develop ongoing lessons and units of work.

Dr. Karin Murris, University of Cape Town, South Africa &
Dr. Joanna Haynes, Plymouth University, England:

“Philosophical practices for intergenerational literacy:
Engaging readers of all ages with visual texts”

In this presentation we argue that there is an urgent need for teachers and teacher educators to critically engage with visual literacy, in the light of the increasingly digitised and visual world of reading. Drawing from our book *Picturebooks, Pedagogy and Philosophy* (Routledge Research in Education Series, 2013), firstly we propose a set of criteria that can be used to inform the selection of thought-provoking visual texts to draw readers of all ages into collaborative interpretation of texts. Secondly, we consider the pedagogical practices that enable the reading of texts and notions of ‘comprehension’ to be problematized and the experiences of actual readers to be brought into play, for purposes of shared meaning making. We draw on examples from practice to illustrate arguments that we should work to disrupt age categorisation, as part of an intergenerational approach to education. Not only is this a response to the growth of the visual, but a particular vision of what ‘reading’ can and should become.
About the Presenters

Jacqueline D'warte is a Senior Lecturer at the University of Western Sydney, Australia. Her research interests include exploring connections between language and learning and how these influence educational equity, teacher and student expectations and teacher practice in culturally and linguistically diverse educational settings. Jacqueline has 15 years of K-12 teaching experience in Australia, the United Kingdom, and India. She has written and edited literacy materials for inclusion in professional development packages and curriculum documents for Australian Public Schools in her role as Consultant for the New South Wales (NSW) Disadvantaged Schools Program and the NSW State Literacy Strategy. She has published in Educational Researcher, Linguistics and Education, Teachers College Record, among many other journals and books.

Karin Murris is Associate Professor at the School of Education, University of Cape Town (UCT) and program convener of the PGCE foundation phase. Her research interests include philosophy of education, philosophy with children (P4C), Reggio Emilia, early literacy, childhood studies and children’s literature. She has published more than 55 professional articles, book chapters and academic papers, as well as special issues of journals and the book Teaching Philosophy with Picture Books (1992). For more information, see https://uct.academia.edu/KarinMurris.

Joanna Haynes is Associate Professor in Education Studies at Plymouth University, England, where she leads the Voice Inclusion and Participation Research Cluster and directs the PhD programme in Education. Joanna is a very experienced educator who has taught all ages in many different formal and informal settings. Her teaching and research interests are in community and intergenerational education, critical and engaged pedagogies and philosophy with children. Her book Children as Philosophers (2002, 2008) has been translated into several languages. For more information see https://www.plymouth.ac.uk/staff/joanna-haynes.

Together, Drs. Murris and Haynes are the authors of two additional books: Storywise: Thinking through Stories (2002) and Picturebooks, Pedagogy and Philosophy (2012; Routledge Research in Education Series). They are currently co-editing the The Posthuman Child: Educational Transformation through Philosophy with Picturebooks (March 2016), and, with MSU professor Maughn Gregory, The Routledge International Handbook on Philosophy for Children.