

## Break Out Group Notes

- *What did you find most relevant from today's webinar? Can you explain why?*
- *How do you see yourself using MALP© to foster culturally responsive and sustaining teaching?*
- *What project(s) do you see yourself implementing with your learners? This can be one [adapted] from the webinar or any other one, keeping in mind KISS*

Room1	Room2	Room3	Room4
<ul style="list-style-type: none"> <li>• Provides a framework that explicitly layouts existing practices</li> <li>• Provides a language for things we may already know and see in our classrooms → allows us to be more explicit about our practices for SLIFE students</li> <li>• MALP checklist practical and allows self-reflection, sticks to the principle of KISS</li> <li>• Difference, not deficit.</li> <li>• Acknowledging students knowledge and prior experiences, ways of learning → building the bridge to link this to academic ways of learning</li> <li>• Refreshing to recognise/remember some of the strengths in collectivism and how they may complement individualistic approaches</li> <li>• Important of immediate relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Collectivist vs. individualistic cultural perspectives</li> <li>• Oral transmission of knowledge vs. written language/literacy</li> <li>• VCAL Literacy curriculum makes it hard to use oral input</li> <li>• MALP: implementing projects such as: recipes, cultural celebrations, songs, finding a famous person from your culture etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant EAL pedagogy across the whole school</li> <li>• Not assuming prior knowledge</li> <li>• Taking students from oral to written language</li> <li>• Sharing MALP concepts with mainstream teachers who have EAL learners</li> <li>• bulk of time important</li> </ul>	<p>Most relevant?            Students sharing and being collective- especially in tests!            Collectivism. Thought more deeply about helping each other.            Increase understanding about why there is so much talking and "cheating"            The idea of immediate relevance.            Universal Entry Points are used.            Eg Shoes We use what they are comfortable with. We like to make people feel safe.            Focus on the oral first.            Visual prompts and written instructions confirm what they have heard orally.            Foster collectiveness            A tension between this and prep for high school exists, ensuring they are ready for VCE            Wary of being patronising            Smart SLIFE students get frustrated at their lower language levels</p>