

AEP workshop November 2022:

**Developing EP practice with  
linguistically and culturally minoritised  
CYP and their families.**

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# **Developing EP practice with linguistically and culturally minoritised CYP and their families.**

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- Origins of this workshop
- Terminology
- Aims & outcomes of workshop
- Ground rules for our discussions and work together
- Activity 1: Reflecting on your current practice in this area.
- Activity 2: Imagining what your practice would be like if it was even better.
- Activity 3: Personal action plan.

# Terminology

Culture is a much-debated concept (Spencer-Oatey, 2021).

For the purpose of this research, culture is defined as

- “the social norms, roles, beliefs, values and traditions that influence the behaviours of a particular social group” (King et al. 2018, p.1032, cited in Sakata, 2021, p.17)
- and is considered a dynamic, social construct that exists on multiple levels (Anderson, 2018).

## **Aim & outcome of workshop**

### Aim:

To create a safe space in which participants can share and reflect on their experiences of working with linguistically and culturally minoritised CYP and their families.

### Outcome:

Participants will use their discussions to create an action plan for developing their work in this area.

# Example: Rules of engagement (courtesy RSA)

- Assume best intent; treat everyone with respect and kindness.
- Be present and actively listen (eliminate distractions like tech).
- What is said here, stays here (take lessons, leave stories).
- You may call into question an idea, rather than a person.
- Every experience is valuable; Use “I” statements.
- Step up, step back (be aware of the space you may take up/not).
- Call in (to discussion), rather than call out (to create shame).
- Voice and respect boundaries.

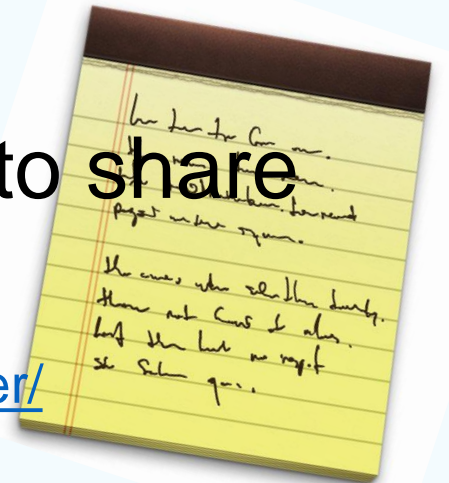
Activity 1: Reflecting on your current practice in this area.

(a) In discussion pairs, consider “What are my experiences to date of working with culturally and linguistically minoritised CYP and families? ***Including*** What is going well in terms of my work in this area? List salient points each on a post it.

***Timing: 3 minutes per person.*** <https://toytheater.com/classroom-timer/>

(b) Pairs join into groups of four: use post it notes to **share** content of your discussions.

***Timing: 3 minutes per pair*** <https://www.timeanddate.com/timer/>



Activity 2: Imagining what your practice would be like if it was even better.

(a) In discussion pairs, consider “What would my work with culturally and linguistically minoritised CYP and families look like if it was even better?” List salient points each on a post it.

**Timing: 3 minutes per person.** <https://toytheater.com/classroom-timer/>

(b) Pairs join into groups of four: use post it notes to share content of your discussions.

**Timing: 3 minutes per pair** <https://www.timeanddate.com/timer/>

### Activity 3: Personal action plan.

Activity 2 summary: What would your work with linguistically and culturally minoritised CYP & families look like if it was even better?  
What are your key reflections to take away?

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What does this mean for your practice?

For example, it might mean...

Thinking;            reading;            noticing;            talking;            trying

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Who will your coach be? \_\_\_\_\_

When & how will you check in? \_\_\_\_\_



## **Example next steps (EPS level)**

- EP study day focusing on culturally sensitive assessment.
- Review EPS Equality & Diversity policy.
- Build question into recruitment process around cultural & other forms of diversity.
- Working with culturally and linguistically minoritised populations as a theme for SENCo networks.
- Sign up for city/community/council newsletters.
- Take schools on this same journey, in a safe space for discussion.
- Creation & use of prompt sheet arising from this learning for professional practice: may include values, reminder-questions (e.g. what stereotypes might be seeping in now?).

### Activity 3: Personal action plan.

Activity 2 summary: What would your work with linguistically and culturally minoritised CYP & families look like if it was even better? What are your key reflections to take away?

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What does this mean for your practice?

For example, it might mean...

Thinking;            reading;            noticing;            talking;  
trying;            doing something differently.

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Who will your coach be? \_\_\_\_\_

When & how will you check in? \_\_\_\_\_

## References

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*Thank you* for your participation.

Feedback post its on your way out:

What went well (WWW)?

Even better if...(EBI)

Please feel free to get in touch:

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