COLLAPSING SILOS

The Educational Potential of Cultural & Linguistic Diversity

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PRESENTATION SYNOPSIS

Who am I?

What does my research stand for?

What is the impact of my work?

What is my vision as a Werklund Research Professor?
WHO AM I?

- A mother of two beautiful daughters
- A wife to a wonderful man
- A scholar activist
- A professor at the Werklund School of Education
MY STORY
The notion of radical hope is requiring certain ways of being and acting in the world: the exercise of practical reason, of courage, of imagination, and of acting well toward others.

WHAT DOES MY RESEARCH STAND FOR?

Within the education process I...

- explore the potential of cultural and linguistic diversity.

- seek to collapse cultural and linguistic silos.

- address inclusive language and literacy learning pedagogy.

- investigate collaborative/intergenerational involvement.
THEORETICAL POSITIONING

- Rethinking the Education of Multilingual Learners (Cummins)
- Culturally Sustaining Pedagogies (Paris & Alim)
- Immigrant children and youth in transcultural spaces (Orellana)
- Critical Language Awareness (Garcia, Helot & Young)
- Critical language education (Luke)
- Expansive notions of what literacy is and can be in informal and formal learning spaces. (Rowsell)
- Identity investment (Norton)
- Third space (Bhabha, Lefevre & Soja)
WHAT IS THE IMPACT OF MY SCHOLARSHIP?

My scholarship has resulted in...

- The transformation of teacher practice and student perceptions of cultural and linguistic diversity.
- The demystification of cutting edge language/literacy learning methodologies.
- The unmasking of collaborative and intergenerational involvement.
- The reframing of educators’ critical consciousness of “the other”.
IMPACT OF MY SCHOLARSHIP

THE TRANSFORMATION OF TEACHER PRACTICE AND STUDENT PERCEPTIONS OF CULTURAL AND LINGUISTIC DIVERSITY.
IMPACT ON PRESERVICE TEACHERS
STUDENT IMPACT

Sara comes to school and only speaks German.

Sara tries to play at recess but doesn't understand.

Sara feels sad and alone.

At lunch Sara sits all alone.

Sara tries to talk to the other kids but they don't understand.

Sara feels sad and alone.

Sara wonders if she will ever understand.

Mrs. Applebee notices that Sara feels sad.

Mrs. Applebee talks to the class about learning other languages.

Sara doesn't feel sad and alone.

The class learned some German and other languages.

Sara doesn't feel sad or alone anymore.

Sara begins to understand.

Sara starts a new German club.

The kids learn a new language and Sara is happy.

All the students have a special day where they dress in their new clothes and learn more about their culture.

This starts to become a yearly event.

National Culture Day!

Sara is happy!
The kids learn a new language and Sara is also involved.
IMPACT OF MY SCHOLARSHIP
THE DEMYSTIFICATION OF CUTTING EDGE LANGUAGE/LITERACY LEARNING METHODOLOGIES.
IMPACT OF MY SCHOLARSHIP

THE DEMYSTIFICATION OF CUTTING EDGE LANGUAGE/LITERACY LEARNING METHODOLOGIES.

LEARNING NOT TO SPEAK IN TONGUES: THOUGHTS ON THE LIBRARIAN OF BASRA

David Jardine & Rahat Naqvi
University of Calgary

3.16
DISRUPTING XENOPHOBIA THROUGH COSMOPOLITAN CRITICAL LITERACY IN EDUCATION

Rahat Zaidi and Suzanne S. Choo
IMPACT OF MY SCHOLARSHIP

THE UNMASKING OF COLLABORATIVE AND INTERGENERATIONAL INVOLVEMENT.
IMPACT OF MY SCHOLARSHIP

THE UNMASKING OF COLLABORATIVE AND INTERGENERATIONAL INVOLVEMENT.

Language

"Every time I go there is no interpreter, so now when they send for me in writing I do not go anymore. What is the purpose of me going in?"

Collaboration

"The child is my communication link between me and the school,"

Overall Difficulties

"I feel like I’m falling through a well and need a rope to hold on to so I can get out. It’s difficult to speak to school staff and doctors with the language barrier. I have 9 children."
"Dr. Zaidi is recognized for the theoretical innovation and extraordinary impact of her scholarship in the field of multilingual literacies. Her conceptualization of teacher-led dual language reading strategies and commitment to informing teacher practice grounded in culturally relevant teaching expand our visions of teaching for equity and social justice."

Committee: Mayida Zaal, (Chair), Darla Linville, Jillian Ford, Fernando Naiditch, Margary Martin, Patricia Lopez.
IMPACT OF MY SCHOLARSHIP

THE UNMASKING OF COLLABORATIVE AND INTERGENERATIONAL INVOLVEMENT.

Behind Successful Refugee Parental Engagement: The Barriers and Challenges

Rahat Zaidi
University of Calgary

Christine Oliver
Calgary Board of Education

Tom Strong
University of Calgary

International Journal of Qualitative Studies in Education

The understated role of pedagogical love and human emotion in refugee education

Rahat Zaidi, Tom Strong, Christine Oliver, Hanan Alwarraq, & Ameena Naqvi
IMPACT OF MY SCHOLARSHIP

THE REFRAMING OF EDUCATORS' CRITICAL CONSCIOUSNESS OF "THE OTHER".
IMPACT OF MY SCHOLARSHIP

THE REFRAMING OF EDUCATORS’ CRITICAL CONSCIOUSNESS OF “THE OTHER”.

SHIFTING LINGUISTIC LANDSCAPES

UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

SSHRC CRSH
Social Sciences and Humanities Research Council
Conseil de recherches en sciences humaines

Living Together: Muslims in a changing world
Age 5-6: Symbols & Celebrations
RECOMMENDATIONS FOR PROVINCE-WIDE INITIATIVES TO SUPPORT REFUGEE & IMMIGRANT STUDENTS AND FAMILIES IN OUR SCHOOLS

Leadership & Teacher Training and Resource Development
Develop pre-service and in-service professional development expectations: including empathy & culturally responsive pedagogy, language learning resources, trauma sensitive initiatives & leadership strategies.

Local School Board Support System
Establish & expand board & in-school settlement best practices province wide: including interpreting services, in-school settlement program, diversity support workers, assessment & welcoming centres.

Explicit Programming to Support Refugee and Immigrant Youth
Mandate province-wide standardized programming staffing qualifications: addressing linguistic & psycho-social needs of newcomer youth & their families.
MY VISION AS THE WERKLUND RESEARCH PROFESSOR

- Teaching
- Mentoring
- Listening
- Leading
- Researching
- Collaborating
- Transforming
- Teaching
- Mentoring
- Listening
- Leading
- Researching
- Collaborating
- Transforming
MY VISION AT THE MICRO LEVEL

Social Justice Initiatives that empower newcomer students and families within the classroom.
MY VISION AT THE MICRO LEVEL

- Recognizing teachers as knowledge generators.
- Optimizing newcomer students’ experiences.
- Addressing unique backgrounds and challenges.
- Learning from stories of resilience.
- Affirming identity.
Sometimes people can ask kind of weird, not necessarily invasive, but interesting questions. Like when someone wears a hijab, they're like, 'Why do you dress like that? Don't you get super hot? Do you even have hair under there?' Then the questions get more offensive, like veering into just stereotypical territory.

I think that it's not necessarily our jobs to educate people on why we do what we do, and Google and free resources exist for you to do that. But I also think that it's important that maybe the school, or just necessarily like student council or something, can take steps to enlighten other people as to why we do what we do, because it shouldn't be everyone's individual job. It should be the job of the community around us.
MY VISION AT THE MESO LEVEL

Giving a voice to newcomer families, educators, and educational stakeholders within a whole school context.
MY VISION AT THE MESO LEVEL

- Incorporating methodological innovation and community engagement.
- Engaging with tools like social media.
- Reinforcing the sharing of cultural differences.
MY VISION AT THE MACRO LEVEL

Reinforcing Werklund School's role on the **community and world stage**.
HOW WILL I ENACT THIS VISION AS WERKLUND RESEARCH PROFESSOR?

ENGAGE

EMPOWER

EVOLVE
EXPANDING UPON THE VISION

ENGAGE in methodological innovation.

EMPOWER people with training for advocacy in a post-pandemic world.

EVOLVE our understanding of the shifting linguistic landscapes of our education systems.
I think bridges have a special meaning in our life. I think a book is a bridge. Any type of art is a bridge that allows different cultures to connect. You may not understand your neighbour's way of seeing life, but you sure understand your neighbour's joy in painting or dancing.

– Paulo Coelho
THANK YOU

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