PART I. EDUCATIONAL PRACTICES

Title	Reflecting everyday life practices in a critical cultural perspective

Authors

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Context

RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024

Type

Postgraduate module

Summary

This course equips students with the ability to critically analyze and reflect on pedagogical actions in daycare settings, using theoretical approaches rooted in critical cultural perspectives. Students will also become familiar with non-discriminatory action concepts and learn to apply them in practice.

Key topics include power and inequality relations, cultural and ethnic discourses, and the analytical concept of "doing difference," along with practice-oriented situational approaches. Through various working groups, students engage with case studies, prepare for kindergarten observation visits, and reflect on their experiences. They will also develop concept and reflection cards centered on key theories aimed at fostering deeper self-reflection and practical application.

Learning outcomes

Upon successful completion of this session, the students will be able to:

- Recognize, analyze, interpret, and reflect on pedagogical actions they encounter in the everyday life of a daycare center from the perspective of selected theoretical approaches to critical cultural perspectives
- Be familiar with selected non-discriminatory action concepts and can apply them in practice

Indicative topics

- Reflecting power and inequality relations in everyday practices
- Theoretical discourses around culture and ethnicity
- Analytical concept of doing difference
- Practice oriented situational approach

Activities

Working group I: Case studies – Power and inequality relations in everyday practices - practices between children, practices between professionals and children, cooperation between parents and team, space/material

Guiding questions:

- What differences are being established and how?
- What categorizations as well as self and other positionings are made?
- What societal norms and power dynamics become evident?
- Which of my personal values and norms are addressed here?

Working group II: Preparation kindergarten visit

- Development of (interview and observation) questions with a special focus on practices in working with children, practices in working with parents, practices in spatial design and material utilization

Working group III: Reflection of the kindergarten visit: Gallery walk with reflection questions and discussion.

From theory to action

- Input on the theoretical and analytical concepts “doing difference” and “eth nicity/culture”, presented by the students and the lecturers
- Input on the practice-oriented concept “situational approach”

Working group IV: Development of concept and reflection cards

- Concepts: Capability Approach, Social Construct, Discourse, Knowledge, Epistemic exclusion, Ethnicity, Culture, Doing difference, Belonging
- Description of the concept and questions for self-reflection and to reflect the practice

Suggested materials

Reading list

Kasüschke, Dagmar & Trninic, Violeta (2019). Doing Ethnicity? The Representation and Negotiation of Cultures in ECEC as an Unexplained Research Task. In S. Faas, D. Kasüschke, E. Nitecki, M. Urban, & H. Wasmuth (Eds.), Globalisation, Transformation, and Cultures in Early Childhood Education and Care (pp. 119-133). New York: Palgrave Macmillan.

Macha, K. (2022). Situationsansatz. https://www.socialnet.de/lexikon/Situationsansatz

West, C., & Fenstermaker, S. (2002). Doing difference. In S. Fenstermaker & C. West (Eds.), Doing Gender, Doing Difference. Inequality, Power, and Institutional Chance (pp. 55-80). New York: Rouledge

Title	Interethnic Play and the Sense of Belonging in Early Childhood Setting
Authors	**Sara Esmaeeli** University of Stavanger (UiS), Norway.
Context	RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024
Type	Postgraduate module
Summary	Fostering a sense of belonging and inclusion in early childhood education (ECEC) settings is essential for children's social and emotional development. For many children, ECEC setting is often the first place where they encounter diversity, making ECEC critical spaces for building foundations of empathy, respect, and collaboration. Belonging is a fundamental human need, deeply tied to children's emotional well-being and their ability to thrive. However, research highlights that simply placing children in diverse groups does not automatically lead to meaningful interactions or relationships. It is indeed the responsibility of educators to create environments where every child feels respected and valued, regardless of their background. This session will explore key themes of interethnic play and belonging and introduce activities like collaborative play designs and story circles to promote interethnic play, shared goals and inclusive practices. These approaches empower educators to create vibrant, supportive spaces where all children can flourish.
Learning outcomes	By the end of these sessions, participants will be able to: • Understand the Role of Interethnic Play: Recognize how play in ethnically diverse preschool settings serves as a foundation for children to explore democracy, equality, and cultural diversity. • Facilitate Inclusive Play: Identify strategies for creating equitable and inclusive play environments where all children, regardless of their ethnic background, can equally participate and lead. • Foster a Sense of Belonging: Understand the importance of fostering a sense of belonging among children from diverse backgrounds and how this contributes to their emotional and social development

Indicative topics

- Interethnic Play and its Challenges: Defining Interethnic Play and exploring the complexity of cross-cultural interactions in preschool settings.
- The Importance of Belonging: Understanding belonging as a fundamental human need and a democratic right.
- Strategies for Facilitating Inclusive Play: The role of the educator in guiding interethnic play and ensuring respectful relationships.

Activities

The activities in this session include a combination of engaging lectures and dynamic interactive group work designed to deepen understanding and provide practical strategies for fostering belonging and inclusion in the ECEC setting.

- The lecture will lay the foundation by exploring key concepts, such as interethnic play, belonging, and the educator's role in promoting inclusion and equity in diverse classroom settings. Through real-life examples and research-based insights, students will gain a theoretical understanding of the importance of creating environments where all children feel respected, valued, and included.
- The interactive group work is designed to apply these concepts in practical, meaningful ways, ensuring students leave the session with tools they can implement in their own educational settings. Examples of group work activities include story circle, collaborative play design and role-playing scenario.

Suggested materials

Mandatory readings

Brooker, L., Einarsdottir, J., & Garvey, D. (2014). Children's perspectives about belonging in educational settings in five European countries. The Open University.

Zachrisen, B. (2013). Play in an ethnically diverse preschool: Conditions for belonging. In P. K. Smith (Ed.), Values education in Nordic preschools: Basis of education for tomorrow (pp. 133-146). NordForsk.

Suggested readings

Brooker, L., & Garvey, D. (2010). Recognizing children's diverse backgrounds: Reflections from European preschool settings. Open University Press.

Zachrisen, B. (2016). The contribution of different patterns of teachers' interactions to young children's experiences of democratic values during play. International Journal of Early Childhood, 48(2), 179-192. https://doi.org/10.1007/s13158-016-0166-0

Title	Ethnic minorities - inclusion and exclusion processes

Authors

Lena Knudsmark
University College UC SYD, Denmark.

Context

RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024

Type

Postgraduate module

Summary

This module is based on a research project from 2018 (Knudsmark, Ditlevsen & Jacobsen) that highlight how girls, with other ethnic origins than Danish, handle their experience of inequality of opportunity by expressing themselves as foreigners, and how this expression enhances the experience of being part of a parallel society. The concept of narrative resistance is introduced, which covers the socially constructed narratives that the girls use, as a strategy, to deal with inequality of opportunity. Narrative resistance, as a concept, is relevant in both social and pedagogical work, as a theoretical perspective on the handling of the inclusion and exclusion processes that take place in e.g. ethnic minorities.

Learning outcomes

Upon successful completion of this session, the students will be able to:

- Analyze and apply concepts of diversity, inclusion, and belonging within ECEC settings.
- Critically examine cultural and socio-economic factors affecting ECEC practices in migration societies.
- Develop culturally sensitive communication and strategies for fostering inclusive learning environments.
- Reflect on their role in promoting equitable and inclusive practices for children and families of diverse backgrounds.
- Engage with and implement narrative resistance frameworks to understand inclusion and exclusion dynamics in educational contexts.

Indicative topics

- Disidentification
- Inequality of opportunity
- Narrative resistance as a coping strategy
- Reinforcement of parallel society

Activities

Overall Purpose of Activities: The activities aimed to deepen students' understanding of how narratives and social constructs influence identity and belonging in multicultural ECEC settings. By engaging in critical reflection and applying theoretical knowledge, students developed a nuanced perspective on promoting inclusivity and addressing societal inequalities.

1. **Group Brainstorming and Buzz Group Exercise:**

- Prompt: The session began with a thought-provoking question, "If 'critical cultural awareness' is the answer, what is the question?"
- Activity: Students formed small buzz groups to brainstorm unique ideas, which they wrote on a communal board. The task encouraged deeper engagement and critical thinking, as each group had to propose original suggestions that hadn't been presented yet.

2. **Introduction to Theoretical Perspectives:**

- Concepts Covered: Students were introduced to Kenneth Gergen's social constructionist framework, emphasizing the importance of questioning knowledge, understanding its cultural and historical specificity, and recognizing how knowledge is created in social contexts.
- Discussion: Students reflected on how these theoretical perspectives could apply to their future work in ECEC, particularly in promoting culturally sensitive and inclusive practices.

3. **Reflection on Identity and Narrative Construction:**

- Examples Provided: The lecture presented real-life statements from ethnic minority girls who articulated their experiences of being "not Danes," illustrating the concept of narrative resistance.
- Interactive Reflection: Students were asked to think about how identities are socially constructed and to consider how these narratives impact inclusion and belonging in educational settings. A reflection prompt invited them to discuss what it means to have multiple versions of one's identity perceived by different people (e.g., as a student, artist, or parent).

4. **Exploration of Dominant Discourse and Discursive Constraints:**

- Discussion on Discourses: Students explored how dominant cultural discourses shape perceptions and behaviors. Examples from political statements and media narratives highlighted how these discourses can influence societal expectations and integration policies.
- Ethical Reflections: Students considered ethical implications, such as how discursive constraints could affect marginalized groups in ECEC environments.

5. **Practical Applications and Reflection on Expectations:**

- Expectation Poverty: The concept of expectation poverty was discussed, with students reflecting on whether this phenomenon exists in their field. They were asked to explore strategies to support children facing such challenges.
- Narrative Resistance in Practice: Students debated whether there was a need for narrative resistance in their field and brainstormed ways to foster alternative narratives that empower children and families from marginalized backgrounds.

6. **Case Studies and Real-Life Implications:**

- Examples of Narrative Resistance: The lecture shared cases like disidentification among girls who felt the impact of societal expectations and the reinforcement of parallel societies. Students analyzed these examples and discussed their implications for professional practice.
- Reflection Prompts: Students reflected on questions such as: How can professionals assist in narrative resistance? What are the ethical implications of reinforcing or resisting discursive constraints?

Suggested materials

Mandatory reading

Gergen, K. J. (1985): The Social Constructionist Movement in Modern Psychology. American Psychologist 40(3), s. 266-275. Retrieved from: (PDF) The Social Constructivist Movement in Modern Psychology (researchgate.net)

Elective reading

Knudsmark, L. (2018). Narrativ modstand: - etniske minoritetspigers svar på diskursiv begrænsning. Social Kritik, (156), 12-19

Title	Critical cultural awareness and decolonizing theory and practice
Authors	**Mathias Urban** **Carolina Semmoloni** Early Childhood Research Center, Dublin City University (ECRC-DCU). Ireland.
Context	RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024
Type	Postgraduate module
Summary	This module aims to problematise some existing and emerging issues that are relevant to develop ECEC cultural awareness from a range of critical perspectives. Particularly, this session expects to critically approach ECEC epistemic exclusion, and is built on the premise that without an examination of the epistemic exclusion, dominant theories and practices potentially silence voices and narrow thinking. For this purpose, this session will introduce students to new ways of thinking about Early Childhood Education and Care (ECEC) as a political and ethical phenomenon. Recognising that ECEC theory rely heavily on research from the Euro-American middle class — a minority of the world's population — and research in or from the majority world is severely under-represented (Scheidecker et al, 2024). Through this session, we expect to find with students new ways to decolonizing ECEC research and practice.
Learning outcomes	Upon successful completion of this session, the students will be able to: • Develop a critical stance in recognizing and examining the epistemic exclusion in ECEC theory and practice. • Apply and integrate principles of social justice, human rights, ethical citizenship and inclusive practice, as intrinsic and integrated elements, to early childhood critical cultural awareness. • Develop a critical appreciation of the broad societal, cultural, economic and political factors affecting children and families within local and global context

Indicative topics

- ECEC as a political and ethical endeavour. This theme introduces the student to new ways of thinking about education and care, as political and ethical phenomena.
- ECEC critical cultural awareness and epistemic exclusion. This theme invites the student to engage with critical perspectives on educational institutions and their potential to maintain or change the societal status quo.
- Decolonising ECEC theory and practice. This theme supports students to identify possibilities for change and for taking concrete action in their respective institutional contexts

Activities

Working groups I
ECEC critical cultural awareness and epistemic exclusion

The overall aim of the activity is for students to recognise and examine epistemic exclusion in ECEC theory and practice. To this end, students are invited to work in small groups and discuss the following guiding questions:

- How much of your institutional environment/curriculums/pedagogical practices are built on principles of epistemic exclusion?
- Can you identify examples?
- What are the effects?

Each group is then invited to share a summary of their discussions and main reflections.

Working groups II
Decolonising practices: moving from analysis to doing things differently

The overall aim of the activity is for students to recognise and examine epistemic exclusion in ECEC theory and practice. To this end, students are invited to work in small groups and discuss the following guiding questions:

- How much of your institutional environment/curriculums/pedagogical practices are built on principles of epistemic exclusion?
- Can you identify examples?
- What are the effects?

Each group is then invited to share a summary of their discussions and main reflections.

Suggested materials

Reading list

Cannella, G. & Viruru, R. (2004). Childhood and Colonization: Constructing Objects of Empire. Childhood and postcolonization: Power, education, and contemporary practice. Routledge-Falme.

Draper CE, Barnett LM, Cook CJ, et al. Publishing child development research from around the world: an unfair playing field resulting in most of the world's child population under-represented in research. Infant Child Dev 2022; e2375.

García Palacios, M., Hecht, A. C., & Enriz, N. (2020). Indigenous childhood in Argentina: Parenting, care and formative experiences of Qom and Mbyá Childhood. Doi: https://doi.org/10.1177/2043610620959681

Scheidecker, G., Tekola, B., Rasheed, M., Oppong, S., Mezzenzana, F., Keller, H., & Chaudhary, N. (2024). Ending epistemic exclusion: toward a truly global science and practice of early childhood development. The Lancet Child & Adolescent Health, 8(1), 3-5. Doi:https://doi.org/10.1016/S2352-4642(23)00292-

Rico Montoya, A. (2021). Ser zapatista a los 4 años. Socialización y subjetivación de niños tseltales. Linhas Críticas, 27.

Robinson, K. H. (2005). 'Queerying Gender: Heteronormativity in early childhood education. Australasian Journal of Early Childhood, 30(2), 19-28

Pérez Salazar, M. and Cinthya M. Saavedra (2017) "A call for onto-epistemological diversity in early childhood education and care: Centering global south conceptualizations of childhood/s." Review of Research in Education 41(1), 1-29.

Timothy Kinard, Jesse Gainer, Nancy Valdez-Gainer, Dinah Volk & Susi Long (2021) Interrogating the "gold standard": Play-based early childhood education and perpetuating white supremacy, Theory Into Practice, 60:3, 322-332. Doi: 10.1080/00405841.2021.1911587

Title	What do professionals need to know in the context of critical cultural awareness?
Authors	**Stefan Faas.** University of Education Schwäbisch Gmünd, Germany. **Steffen Geiger.** University of Education Schwäbisch Gmünd, Germany.
Context	RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024
Type	Postgraduate module
Summary	Educational professionals are confronted with several requirements and specific skills and knowledge to arrange cultural aware pedagogical settings. To define knowledge and skills, the concept of competence is strongly promoted and, in the meanwhile, a common approach to organize education systems world-wide. Thus, this session will, firstly, introduce and critically reflect different perspectives on this concept. In addition to the dominant economic and functionalist perspective of the OECD, philosophical, sociological, and educational perspectives will be introduced and reflected. Since these approaches have different limitations, the Capability Approach as a human rights-based concept will be introduced and discussed. The focus of this part will be on the implications of the capability approach for a critical cultural aware practice. The conclusion of the session describes educational action with regard to critical cultural awareness in a field of tension between system-related / political and educational / theoretical requirements.
Learning outcomes	Upon successful completion of this session, the students will be able to: • identify, critically reflect, and evaluate different perspectives on dominant political and educational discourses on competences and capabilities. • reflect the capability approach in the context of critical cultural awareness. • position themselves to discourses on competences and capabilities. • reflect the requirements for pedagogical practice and educational action in the context of critical awareness

Indicative topics

- The competence discourse as theoretical frame: This topic will introduce the competence discourse in the context of (international) educational policy and educational science. Different perspectives on the concept competence will be discussed and critically reflected.
- Capabilities as an alternative concept to address critical cultural awareness: This topic will discuss the capability approach and its potential in the context of critical cultural awareness.
- The relation of competences, capabilities and critical cultural awareness: This topic supports students to identify different perspectives on dominant political and educational discourses and to position themselves to these discourses. Furthermore, fields of tension of pedagogical practice in the context of critical cultural awareness will be discussed.

Activities

1. Discussion Round about the concept critical cultural awareness and requirements for educational professionals in this context;
2. Input on the concept competence;
3. Working groups and discussion round to critically reflect competence discourses;
4. Input on the capability approach;
5. Working groups and discussion round to critically reflect the capabilities approach;
6. Concluding discussion about the relation of competences, capabilities and critical cultural awareness

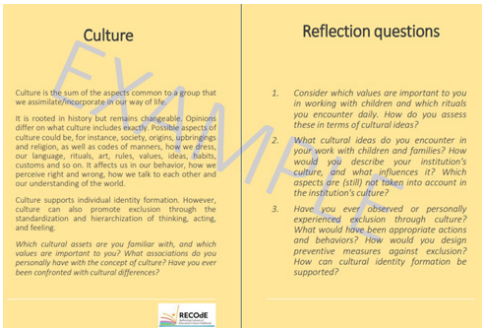
Suggested materials

Mandatory readings

Nussbaum, M. (1999). Women and Equality: The Capability Approach. International Labour Review 138(3), 227-245.

Elective readings

Wiseman, A.W. (2014). The Culture of Competency-based Qualification Frameworks in National Education Systems Worldwide. In: S. Faas, P. Bauer, & R. Treptow (Eds.), Kompetenz, Performaz, soziale Teilhabe (pp.199-219). Wiesbaden: Springer VS.

Title	Critical Cultural Awareness: concept and reflection cards
Authors	**Karin Kämpfe.** University of Education Schwäbisch Gmünd, Germany.
Context	RECOdE Spring School at the University of Stavanger (UiS) for ECEC Doctoral & Master students (UiS, DCU, PHSG)- April 2024
Type	Activity
Short description	Concept and reflection cards present a brief definition of a key concept as well as reflection questions that help students to examine educational practice from a theory-based perspective.
Learning outcomes	The aims of the activity are: • To explore, consolidate and reflect on Critical Cultural Awareness key concepts • To identify the practical relevance of Critical Cultural Awareness key concepts
Activity	▸ In small groups, students prepare a short definition of a key concept based on the academic literature presented in the seminar. Based on these inputs, each working group of students develop a concept and reflection card. Key concepts in CCA include, for example, culture/ ethnicity, belonging, epistemic exclusion, doing difference.  ▸ In the following sessions, the groups are invited to present their cards. ▸ During the sessions, concept and reflection cards can also be applied using concrete examples, for example, as sensitizing concepts for pedagogical practice. ▸ At the end of the course, it is suggested to invite the students to review the cards and present an updated version.
Suggested materials	**Bollig, S. (2023).** Children in daycare centres and society. 105 reflection cards for early childhood education practice. Beltz Juventa.

RECOdE
Reflecting Cultures of Education in Early Childhood

Title	Developing intercultural awareness in teacher training programmes through Maths
Authors	**Dr Montserrat Prat,** Department of Maths Didactics GR GREDA - FPCEE Blanquerna - University Ramon Llull
Context	Bachelor's Degree in Early Childhood Education (3rd year) - GR GREDA - FPCEE Blanquerna - University Ramon Llull
Type	Activity
Purpose	This activity aims to enable students and children to recognize intercultural awareness and mathematics as a two-way path: • Mathematics is a cultural knowledge that all cultures generate but does not need to "look" the same, it can differ from one cultural group to another (Bishop, 1988). • Mathematics is universal (e.g. the idea of measurement -length for instance) but every culture has a way of understanding or communicating each mathematical concept (e.g. can measure a length using meters or feet). • Mathematics and intercultural awareness offer children the opportunity to understand mathematical concepts as "not one-way" ideas.
Summary	Mathematics is a cultural knowledge that all cultures generate but which does not necessarily "look" the same from one cultural group to another (Bishop, 1988). Mathematics is universal but each culture has its own way of communicating, using, or understanding mathematics. In this sense, mathematics offers an opportunity for developing intercultural awareness, when we realise that there exists more than one mathematical culture. For instance, even in the Western Mathematics Culture, some countries measure with the Decimal Metric System while others do it with the Imperial System. Through the use of a series of storybooks, our aim is to show the richness that different cultures offer us. For instance, not all cultures use the same units of length, or express the quantity of 90 equally, or tell the time in the same way. Mathematical diversity, therefore, entails cultural diversity and offers a way to develop intercultural awareness in the classroom. Specifically, the storybooks chosen let the children (and adults) realise that there is not only one length unit. On the contrary, the books show that it is possible to measure using different length units: feet, inch, centimetres... and that they are all good ways to communicate a length. Therefore by using storybooks with young children you can develop cultural diversity by experimenting with it in a daily context.

Suggested materials

‘Inch by inch’ - Leo Liono

‘Inch by inch - Youtube video

What does the book offer?

- Inch is a part of the body but also a unit of measurement.
- Anthropometric units along the history are the first step to standard units.
- Other anthropometric units: foot (UK), palm of a hand (our culture).
- Measurement involves a comparison with some known quantity of the same kind (eg. a worm can measure a tail but can’t measure a sound).
- The importance of end-to-end length measuring.

‘How big is a foot?’ - Rolf Miller

‘How big is a foot’ - Youtube video

What does the book offer?

- The foot is a part of the body but also a unit of measurement.
- Anthropometric units along the history are the first step to standard units.
- Other anthropometric units: foot (UK), palm of a hand (our culture).
- Every unit of measurement has a different length.
- The importance of having a standard measurement unit. It facilitates com munication in terms of measurements.

Title	Developing intercultural awareness in teacher training programmes through plurilingual competence
Authors	**Dr Caterina Sugranyes,** Department of GR GREDA - FPCEE Blanquerna - University Ramon Llull
Context	Bachelor's Degree in Early Childhood Education (3rd year) - GR GREDA - FPCEE Blanquerna - University Ramon Llull
Type	Activity
Purpose	This activity aims to enable students and children to develop intercultural and plurilingual competences through literature.
Summary	Creating storybooks in English for developing intercultural competence. The aim of this proposal is for children to develop intercultural and plurilingual competencies by writing a story book using English and translation. Here, English is used as a facilitator language of communication and in many contexts, as the additional school language. It is also an opportunity language (Pennycook, 2014) especially in contexts where many languages coexist, English may be the only language that most pupils have some knowledge of. The use of translation here is defined as a way to acquire linguistic mediation skills and intercultural competence in contexts other than professional translator training (González Davies, 2014). This means that translation is used as a pedagogical tool for bringing the pupils' own languages in the classroom and using them purposefully for learning. Finally, why stories? Stories are, in essence, culturally based and students have experience of stories, children like stories, they like being read to. Based on this, story creation and using translation for intercultural experience / sensitivity as an opportunity for bringing languages into the learning context and using them beneficially for learning. Literary translation is an intercultural experience (Hélot and Laoire, 2011). A plural approach to children's literature through translation can also promote plurilingual and intercultural competences among pupils as a means of encouraging language visibility, use and awareness, and of improving additional language skills.

Suggested activities and materials

This is a proposal of the didactic sequence that can be followed and the materials used (Sugranyes, 2021)

Session 1: Initial book reading, vocabulary spotting and the plurilingual guessing game

- **„Mr. McGee and the big bag of bread“ (**Allen, 2004)
- **„How do you feel?“** (Browne, 2011).

The initial book reading is intended, on the one hand, as a brainstorming activity to draw attention to language, format and content and to make pupils aware of vocabulary used, simple structures and format. It is also perceived as a relaxing moment where both teacher and pupils actually enjoy reading and being read to.

An English collage of vocabulary related to the two stories is written on the whiteboard. The teacher then asks pupils to choose a word or expression that they find interesting, they like or did not know and asks them to say it in their own language(s). The teacher commences by choosing a word herself and translating into her own language, in this case Catalan. This is done for two reasons: on the one hand as a modelling strategy for pupils to then copy. On the other hand, pupils become aware that the English teacher also has an own language which, by using it in the English class, places all languages at the same level. At this stage, all reference to pupils' own languages is oral, the only written support pupils have is the vocabulary on the whiteboard.

One pupil chooses a word from the whiteboard, says it in her own language and asks her partner to say that word in the languages she speaks at home. By doing this, the pupil is reading in English and translating the word automatically into a language they speak at home which in turn is used as a source word, subject to be translated into another language.

Session 2: The plurilingual collage

Students play the plurilingual guessing game again. They are then asked to write the words and their translation into their own languages on the yellow paper.

Session 3: Drafting stories

The aim of this session is to initiate their own story creation. Firstly, pupils are put into groups of four or five and are grouped according to: Languages they know, English proficiency. Pupils are then explained that they are going to create a story in groups in English and that the potential readers of their stories will be children aged 3–5 from infant education.

Session 4 & 5: Writing stories

An initial brainstorming activity is encouraged in order to help pupils pinpoint the general characteristics of a story intended for young children

Session 6: What is translation?

The aim of this session is to introduce pupils to what translation is and give them strategies for translating their texts.

Reading in English, speaking in our own languages: As a concluding activity for the session, pupils are asked to attempt to say the written sentences of their stories in their own language, therefore reading in English and speaking in their own language.

Session 7: Translating stories

The pupils are asked to translate their English stories into their own languages by taking into account the previous session. They are encouraged to find out who can do what in the different languages of the class and help each other: groups must therefore split and other language groups must be formed.

Session 8: Illustrating the stories and Reading practice

Each group is given a blank paper for writing the stories and for the illustrations and the final layout is set. The story in English is written on the front and the translations in the different languages are written on the back. In pairs, pupils are summoned from the English class to practice reading the story in English with the English teacher Pupils read in English and in their own languages. Pairs who speak the same languages are organized in order to encourage linguistic peer assessment.

Session 9: Final stories

The English teacher brings the final stories to the class for the pupils to look at and enjoy

Session 10: The pupils read their stories to the younger children in English and in all the languages of the class.

Title	Meeting across cultures
Authors	**Lena Knudsmark** University College UC SYD, Denmark
Context	Bachelor's Degree programme in Social Education - University College UC SYD, Denmark
Type	Activity
Purpose	The purpose is to develop a shared activity that allows students to create a common ground and equal power positions. This initiative fosters empathy and cultural understanding by promoting collaboration between diverse groups of students, breaking down social and cultural barriers, and encouraging mutual respect and inclusivity.
Summary	The "Meeting Across Cultures" activity aims to facilitate cultural exchanges between pedagogic students specializing in cultural meetings and a bilingual class of young refugees and immigrants (ages 16–25). The activity involves a collaborative and engaging outdoor experience across the landscape of Varde. By working together to find the most direct route as the crow flies, participants are challenged to navigate fields, forests, houses, hedges, and fences. The activity's primary goals are to create shared experiences, promote equal power dynamics, and build a foundation of mutual understanding. Participants use tracking apps, such as Runkeeper – GPS Track Run Walk, to monitor their routes and compare results, fostering a spirit of friendly competition and shared achievement. The outdoor setting removes traditional hierarchies and allows students to engage with each other more equally, enhancing the effectiveness of the cultural encounter.

Activity

Who Will Find the Shortest Route?

1. **Group Formation:** Divide pupils and students into mixed teams that span different courses and backgrounds.
2. **Objective:** Teams must work together to find the most direct route across the town of Varde. The landscape includes various obstacles, such as fields, forests, houses, hedges, and fences, which they can choose to navigate through or around.
3. **Tools:** Participants use the free tracking app Runkeeper – GPS Track Run Walk to track their progress. The app helps document the paths taken and facilitates a review and comparison of the different routes.
4. **Experience:** The activity is designed to be more than a physical challenge; it emphasizes creating shared experiences and breaking down social boundaries.
5. **Reflection:** At the end of the activity, groups discuss the strategies they used, the cultural dynamics they observed, and the insights gained from working in diverse teams. This reflection deepens their understanding of cultural differences and the importance of equality and inclusivity.

Suggested materials

Knudsmark, L. (2018). Narrativ modstand: - etniske minoritetspigers svar på diskursiv begrænsning. Social Kritik, (156), 12-19

Title	What do you have for breakfast? Working on diversity with pedagogues
Authors	**Katrin Macha.** Institute for the Situational Approach (ISTA) at the International Academy Berlin (INA)
Context	This activity has been carried out with pedagoges from different ECEC in Berlin, in the context of the Institute for the Situational Approach (ISTA) at the International Academy Berlin (INA).
Type	Workshop
Purpose	The purpose is to encourage educators to become aware of their p rejudices and biases. As a result, they will be able to support children, parents, and themselves in the goals: • to develop a sense of their uniqueness and self-identity – including their belonging to different groups and body characteristics. • to get to know the diversity of life forms and styles - on the basis of similarities. • to recognize unfair behavior and one-sidedness. • to take a stand against it.
Summary	During the workshop, participants: • only share what they want to talk about • find their own understanding of the topic • reflect their own identity and groups they belong to • learn about others perceptions and self-understandings • reflect practice

Activity Workshop

'What do you have for breakfast'

Workshop dayplan and methods. 4 hours

Get started	Who am I (my name)? Where do I belong (my work place)? What do we have for breakfast in my family? Why? |
Quotes dorm the Decet broschure are lying on the floor, people walk around and read	Which quote is talking to you? Why? What is your connection to it?
Reading in the curriculum on diversity	What are the main topics and terms? What do they mean? Develop a definition
Break	
Four ghouls of Anti-bias approach in practice.	How can you realise the goals in the children's centre?
Gallery walk	Groups contribute to the results other groups made
Learnings	What did I learn today?

Workshop activity

GOALS	Interaction between adults and children	Rooms and materials	Working with families	Working as a team
To develop a sense of their uniqueness and self-identity				
To get know the diverse of life forms and styles- on the basis of similarities				
To recognize unfair behaviour and one-sidedness				
To take a stand against it				

Reflection

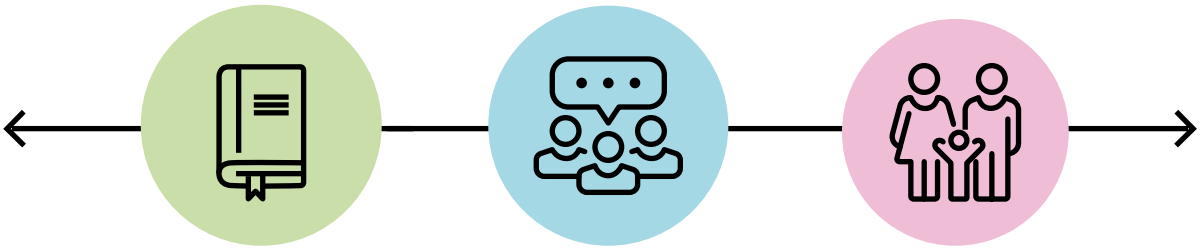
Reflection on our roles as facilitators and people. For example, in my case, being aware that I am white, female, academic background, grew up in western Germany…

- Are there power relations that have been recreated during the workshop?
- How have the relationships between participants been developed?

Title	A Framework for inclusion
Authors	**Anette Walde Dambo.** Jåttå kindergarten, Norway. **Meron Haile Barka.** Jåttå kindergarten, Norway. **Bjørghild Hamre.** Jåttå kindergarten, Norway.
Context	**Jåttå kindergarten.** Municipal kindergarten located in Stavanger - Norway. 6 sections with a total of 217 children. Around 70 employees. 54 children have another mother tongue than Norwegian - 25 different languages (without Scandinavian languages)
Type of material	Framework for kindergartens
Summary	This framework was developed after a project we had in our kindergarten. We notice that minorities did not have access to play and fell on the outside and often played alone. Children from different minorities found each other across language and culture. Beri Zachrissen from the University of Stavanger confirmed our observations while developing her PhD thesis. In this context, with her support as our professional supervisor, we develop this framework to reach our goal for intereth-nic play. Our purpose is to include all children in play.

A framework for inclusion

We take responsebility for a socially just education for the kindergarten

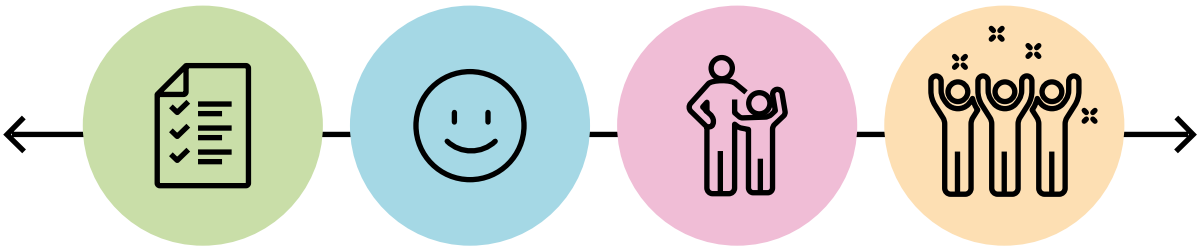


COMPETENCE:
Intercultural competence: knowledge, attitudes, values and critical reflection

Competence in interethnic play

CONDITIONS:
clear structur, predictebility, clear leadership

COOPERATION WITH PARENTS:
Seek and acknowledge the child's capital and take this into the group



PLANNING AND LEADERSHIP:

Plan A and Plan B Ensure preunderstanding, success, real cooperation and joint goal

CREATE A FEELING OF US:

Sharing Positive experiences

Share joy, wonder, delight and excitement

Music

Fysical play

VISUALIZE DIVERSITY:

Confirme identities and extend the perspecitve

Highlighting (all) the children's knowledge and capacities

Proactive recognition og diversity

PLAYGROUPS:

Small and same group over time active and paticipating adults with playful attitude

Open-ended play materials

From play with clearly defined rules to more open-ended and creative play

Group collaboration

Flow

Change of positions

Purpose

- Take responsibility for a social just education for the kindergarten
- To include all children in play

RECOdE
Reflecting Cultures of Education in Early Childhood

Activity

‘Creating a felling of us’

At Jåttå kindergarten we develop different activities to create a feeling of us. From our perspective and experience, physical play and music are great strategies for enabling children to share positive experiences, joy, wonder, delight and excitement.

Which activities can be developed with Toddlers?

- Music. We use music from each child's culture as a way of giving them a sense of recognition and belonging. Music is a universal language that allows everyone to participate.
- Soap bubbles. We use soap bubbles as a way to share positive experiences all together.

Which activities can be developed with little children (3-5 years)?

- Physical play with defined rules. We propose a physical play where all children can participate with the same premises. When children participate in physical play with clearly defined rules, such as red light and other ring games, it is easier for them to participate despite different mother tongues. Let the children feel coping experiences together in the group.

‘Playgroups’

How do we use playgroups? Group of collaboration.
Follow. Change of position.

Which activities can be developed with Toddlers?

- Small and the same group over time. Having the same groups over time makes it easier for the children to build relationships.
- Open – ended play materials. From play with clearly defined rules to more open-ended and creative play.
- Play with clearly defined rules. For example, as song with movements (hodeskulder kne og tå prakisfortelling)