

Translanguaging as a Pedagogical Shift: Australian Research Insights and Collaborative Classroom Practice with Primary Teachers

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This presentation reports on a scoping review of peer-reviewed research on translanguaging conducted and published in Australia over the past twenty years. Focusing exclusively on Australian studies enables a contextualised examination of how translanguaging has been conceptualised and enacted within local educational settings, particularly in relation to multilingual learners. Translanguaging is consistently positioned as a pedagogical shift that challenges the entrenched monolingual English norms that continue to dominate Australian schooling. Despite Australia's long-standing multilingual history and the sustained use of translanguaging practices in Indigenous communities, classroom education largely remains monolingual, marginalising students' languages other than English. The literature highlights the persistence of deficit discourses surrounding learners of English as an additional language, even in the face of substantial evidence demonstrating the cognitive, linguistic, and educational benefits of drawing on students' first and home languages. The literature review identifies three key themes: Culturally sustaining pedagogies, Multiliteracies, and Linguistic framing, each will be discussed in the presentation.

While the concept of translanguaging is well documented, the review reveals significant research gaps. In particular, there is limited empirical research that examines how translanguaging pedagogies can be collaboratively developed and sustained with teachers in mainstream primary school contexts. There is also a lack of practice-based studies, particularly in the area of writing, that document teachers' professional learning as they move from monolingual assumptions toward more linguistically responsive pedagogies.

Addressing these gaps, the presentation draws on our ongoing practice-based work with teachers in an Australian primary school. This work illustrates how teachers are beginning to recognise, value, and intentionally incorporate students' full linguistic repertoires into classroom practice, particularly in the area of writing. By connecting literature review findings with lived classroom experiences, this presentation contributes both theoretically and practically to current conversations about translanguaging, teacher learning, and equitable language education in Australian schools.