Narelle Daffurn

narelledaffurn@gmail.com

Australian Literacy Educators' Association – Queensland State Director

Griffith University – Sessional Academic (currently Kelly… not sure about at the time of the conference)

Abstract for 30-Minute Research Presentation

Relevance to the conference themes:

I believe my research is relevant to two areas of the conference theme in that it focused on teachers empowering student voices and thinking critically about how they can observe, recognise, and use what they learn about students' identity negotiations to support students' wellbeing and learning.

PRESENTATION TITLE:

Teacher.recognition.of.the.communicative.repertoires.students.use.as.they.negotiate.their.identity.critically.supports.student.wellbeing.and.learning¡

ABSTRACT

The diverse identities young students negotiate in interaction with others, are shaped by their social and cultural lifeworlds. In an era of superdiversity in school populations, it matters that teachers have opportunities to observe and recognise students' identity negotiations, because the affirmation of students' identities supports their wellbeing and learning. My research explored ways a teacher might observe and recognise the identities students communicatively negotiated with others, during their learning experiences within the classroom. Critically, my research explored how a teacher might affirm students' diverse identities. The affirmation of students' identities is supported by making use of, and empowering their cultural and personal knowledge, their interests, and their ways of being and learning, in classroom experiences. My research was an ethnography of the diverse and multimodal ways young students in their first year of formal schooling negotiated and communicated their identity. I drew upon Rymes' theory of Communicative Repertoires, Social Semiotic Multimodal theory, as well as understandings from Multimodal Interaction Analysis and Ethnography of Communication to gather and analyse data. Participant-observation practices were used to gather data on students' identity negotiations, and a new conceptualisation of Diverse.Multimodal.Communicative.Repertoires.was proposed, to support the

observation and analysis of students' multimodal communicative negotiations of identity. In this presentation, data from my research will be shared to illustrate some opportunities teachers have for critically observing the diversity of students' identity negotiations. I will also describe some educational practices that critically support (and thereby not constrain) a teacher's capacity for supporting and affirming each student's identity negotiations.