

reTHINKING Literacy for the 21st Century Learner

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Office of Educator Support and Partnerships

- Provides support to programs and initiatives related to educator preparation.
- Ensures candidates experience placements in the field that are diverse on several levels.
- Equips **ALL** candidates to teach **ALL** children

Let's begin with a story

- Meet Lori
- A candidate entering into the last semester of her teacher education program
- Assigned placement: **City of Camden**
 - 2012: Highest crime rate in the US
 - 2017: Murder rate reached a 30 year low

CAMDEN

Don't talk like me

Don't act like me

THOSE KIDS

Don't look like me

Please don't make me go there

...we are living in a day and time
where we don't have the privileged
of choosing where we teach.

*...to be reflective practitioners and
to use education to transform our
global society*

Vision of the College of Education

*...to prepare teacher candidates to
work with and teach ALL children*

Mission of the College of Education

THOSE KIDS



The Purpose

How to
substantially
improve K-12
literacy

Objectives

Present reflections from a university literacy professor's perspective

Present reflections from a university administrator's perspective

Present implications from these perspectives on literacy teaching and learning



How do we predispose teachers to think about the roles that equity, diversity and justice have to do with teaching?

Picower, B. (2012). Practice what you teach: Social justice education in the classroom and the streets. New York: Routledge.



How do we engage teachers to think about beliefs in...

- *Who they are?*
- *Where they come from?*
- *How that impacts the way they see students who are different from them?*

Questions to Consider

- *Do teachers maintain the status quo?*
- *Do teachers learn to teach from a social justice perspective?*
- *Do teachers learn to teach from this perspective during university course work or through district wide workshops?*
- *Do these teachings and learning move into future or current classroom instruction?*

Culturally Sustaining Pedagogy

Historical Overview (in 2 minutes or less 😊) *Toward a Theory of Culturally Relevant Pedagogy*

Ladson-Billings (1995)

Provided pedagogical and curricular interventions and innovations that moved teaching and learning from a **Deficit Approach**

- **Deficit Approach**

- shortages or insufficiencies to overcome in order to learn

VS

- **Appreciative Approach**

- Using differences as _____ resources for learning

Culturally Relevant Pedagogy

Culturally Responsive Pedagogy

Do these terms go far enough?

Questions to think about

1. Does the research and practice being produced under the umbrella cultural relevance and responsiveness ensure maintenance of the languages and cultures of students of color and other non-dominate communities?
2. Are the very terms “**relevant**” and “**responsiveness**” descriptive enough of what we are after in teaching and learning in a pluralistic society?

An Ideological distinction between a curriculum that is based in the cultural-linguistic reality of students, and one that is culturally appropriate, culturally responsive, culturally relevant, or whatever other term we have produced to describe classroom practices that use the language and culture of the students to teach them part of the 'acceptable' curricular cannon.

Alim, H. S. (2007). The Whig Party don't exit in my hood: Knowledge, reality, and education in the Hip Hop Nation. In, H.S., Baugh, J. (Eds.), *Talkin Black Talk: Language, education and social change*. New York: Teacher College Press.

...to be relevant to something or responsive to it without ensuring its continuing presence in a student's instructional practice.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Research*, 41, 93-97.

...more accurately embody some of the best past and present research and practice, but will also offer pre-service and in-service teachers a way of both naming and conceptualizing the need to meaningfully value and maintain the practices of their students in the process of extending their students' instruction to include dominant languages, literacies and other cultural practices.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Research*, 41, 93-97.

Culturally Sustaining Pedagogy

More than **responsive** of...

More **relevant** to...

Requires **sustaining** linguistic, literate
and cultural pluralism

Connections to literacy instruction

- Non-Traditional Text as reading and writing models
 - Videos, blog posts, memes, podcast, etc.
 - Texts that students know, are interested in and encourage broader ideas
 - Helps to access dominant cultural competence by using familiar platforms

Woodard, R., Vaughan, A. & Coppola, R. (2017). Exploring culturally sustaining writing pedagogy in urban classrooms. *Literacy Research: Theory, Methods and Practice*, 66,1.

Connections to literacy instruction (Con't)

- Language
 - Dominant culture speaks “standard” English
 - Consider meshing and blending languages
 - Students begin to see themselves in text they read or write
 - Note complex power dynamics surrounding language

use

- *Literacy education is responsive to culture because the subject matter of literacy is defined by the ways reading, writing and other sign uses are situated in the things people in a culture do together.*

- *Both the literacy part of “literacy education” and the “education” part are wholly shaped by the social doings that educators have become accustomed to.*

Bomer, R. (2017). What would it mean for English Language Arts to become more culturally responsive and sustaining? *Voices from the Middle*, 24,3.

Bring their own cultural experiences and backgrounds, which often influence how they believe literacy should be taught as well as how students should respond to literacy instruction.

Leftwich, S. (2018). **Rethinking Literacy for the 21 Century Learner**. South Carolina Oversight Committee Conference.

The subject English often imposes on young people the culture, value, practices and thinking of an adult culture already in the process of becoming a past culture...is the agenda in traditional English Language Arts to replace students' language patterns, aesthetic tastes, literacy practices, and composing practices with those of a dominating culture.

Bomer, R. (2017). What would it mean for English Language Arts to become more culturally responsive and sustaining? *Voices from the Middle*, 24,3.

Where syntactic patterns differ, they are taken as errors that need to be replaced with correctness.

Neologisms are taken as slang and banned from the premises.

If a student responds to lyrics in emerging musical idioms, those are preferences that need to be replaced with forms of poetry their teacher views as possessing higher literary merit.

Bomer, R. (2017). What would it mean for English Language Arts to become more culturally responsive and sustaining? *Voices from the Middle*, 24,3.

Before we can teach literacy, we must believe the children we teach can learn

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