

Enriching children's learning and lives through multiliteracies

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The Joy of Learning Multiliteracies – seminar

20th November 2018 Agroksenmäen holvikellari, Helsinki

A glimpse of multiliteracies in action – deaf children in India, Ghana and Uganda

What are their multiliteracies? What about the adults working with them?

NP3 New Purposes, New Practices, New Pedagogies project –

Clifftop school

Markettown school

What does multiliteracies mean?

Epilogue – a very small scale project



[Deaf Multiliteracies project, India](#)

Hello, my name is Sibaji. I have been planning to set up a deaf school for a long time, and this has been a long-standing dream. Now..., I have actually set up the school. It is in the rural part of Odisha where I grew up, in my home village.It is a fully bilingual school where sign language is king and is of paramount importance. Being bilingual means that signing develops alongside writing.

...

. It is inspiring to see the children's development in sign language and in their cognitive abilities. I thought this setting will help me understand the various factors and also the barriers. Therefore, I am also collecting data and doing research here. This will help us make adjustments and make the bilingual programme successful. I feel very positive about the future.

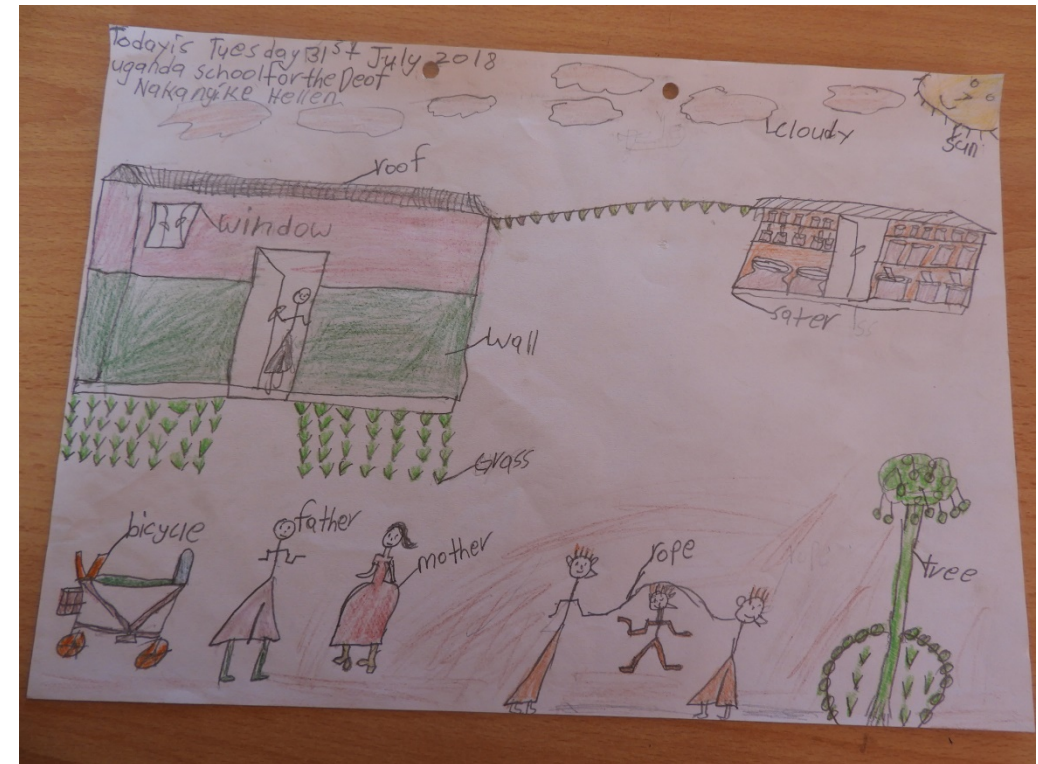
Sibaji Panda, Director, Happy Hands School & Rural Lifeline Trust



Deaf Multiliteracies project: Ghana and Uganda



Reading and signing The Fat King and the Thin Dog in Ghana



Drawing and writing in Uganda

Why am I starting with these deaf children and adults?

The multiliteracies framework gives us the opportunity to value all forms of communication and to better appreciate the links between modes.

We can move to a positive way of valuing children's (and adults') capabilities, instead of a deficit-based view (which, sadly, underpins much of our official education policy in the UK.

Fortunately I have seen good practice in the UK, with creative and thoughtful teachers, as yourselves and others you know.

NP³: New purposes, new practices, new pedagogy: Enhancing learning lives with digital literacies in the Early Years

Funded by Society for Educational Studies
Open University & Lancaster University
2015-2017

Clifftop school

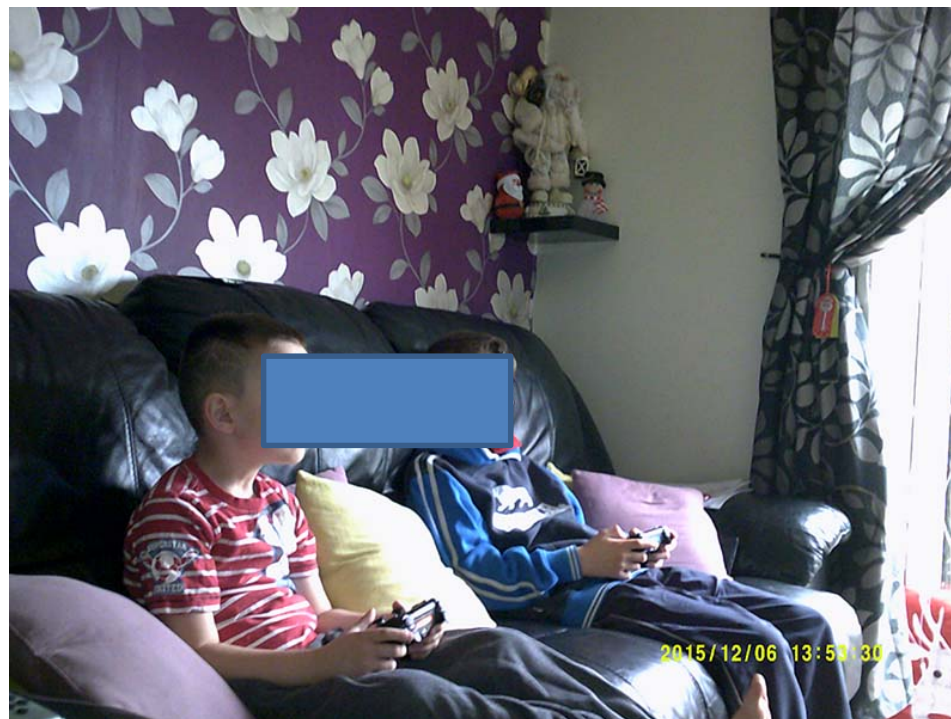
Markettown school



Clifftop school

“...a small Community school catering for children from nursery (2 years old) to Year 6, who come primarily from a surrounding public housing estate on the edge of a town in North East England. The school has a far higher than average number of children on Free School Meals and with Special Educational Needs, and a far lower than average proportion of children with English as a Second Language.....

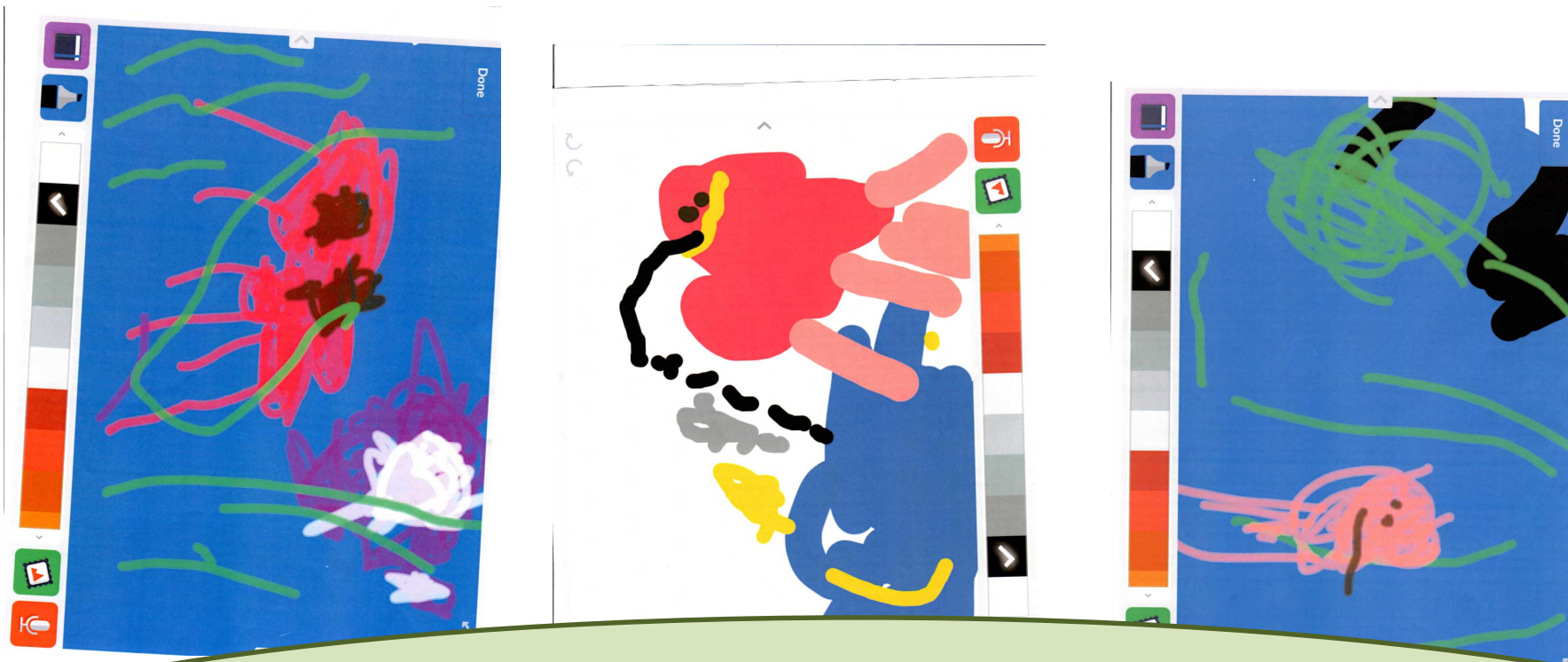
A Children's digital practices at home



B: pedagogic practice

Deputy Head: "Although they're close to the school, some children rarely if ever go to the beach. we know we can do it on different levels, approach on different levels the year ones might be running around the beach and they'll look in rock pools but the year six will talk about coastal erosion with the experts,"





Head: “everybody had that experience for two days and then we built the writing round it, and then you’ve got staff that are working much closer together because they’ve all got a shared experience and also children in the same family..... it’ll become part of the curriculum, to be the right of every child to go to the beach three times a year.”

Year 1 work around a book. Begins with Literacy and the class teacher's interest in the author and artist....



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.. moves to Geography and IT

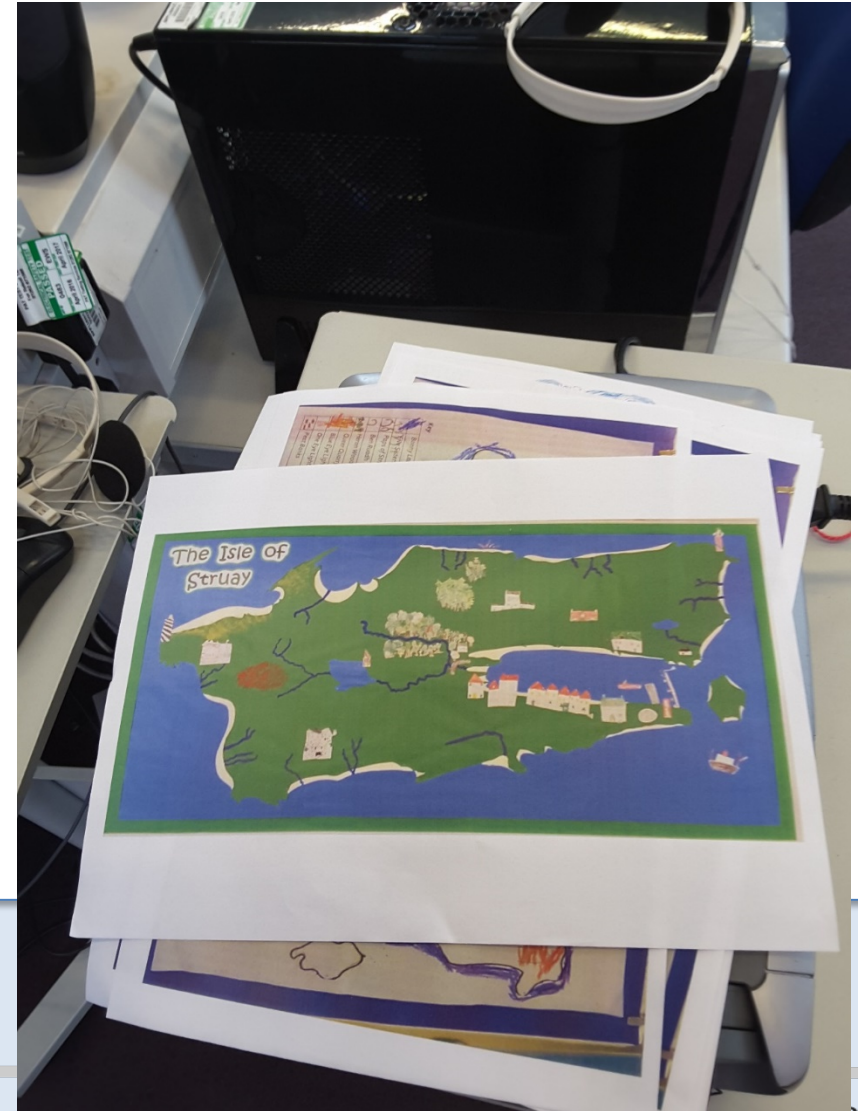
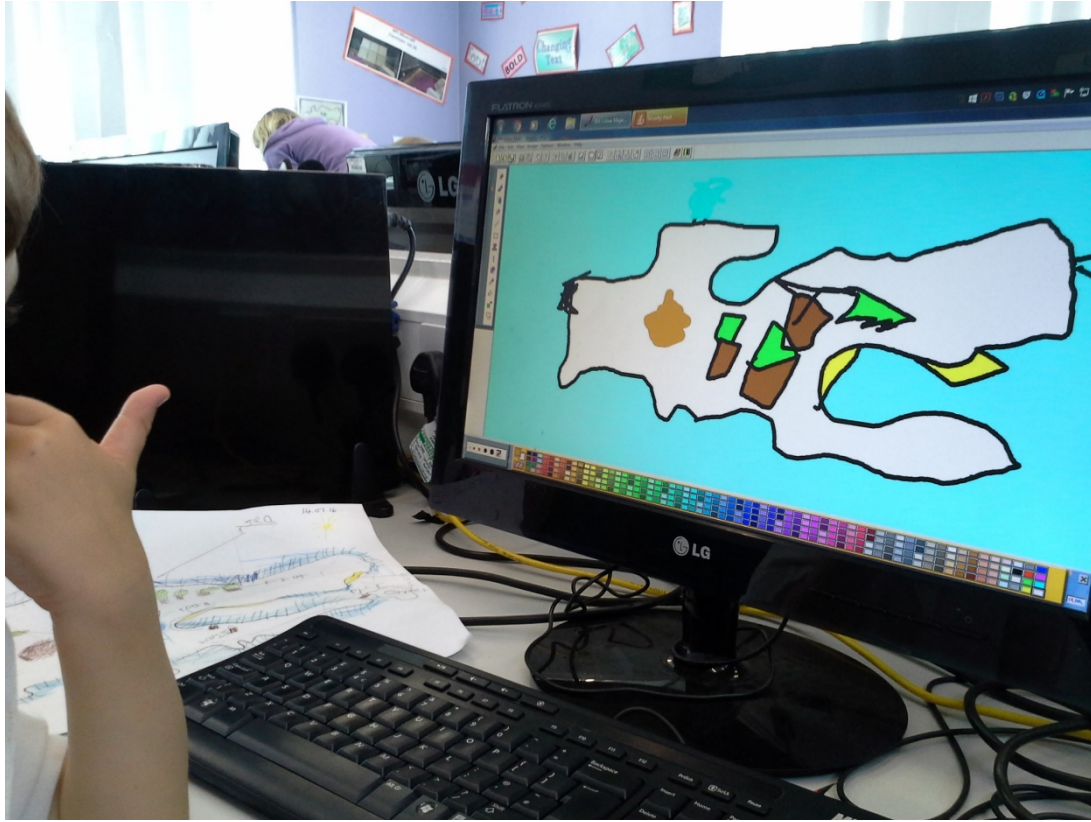
“Their task is to construct an island in the shape of Struay and put on the places of interest where Katie lives, the house where an artist lives and so on.”



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Games testers, Year 2

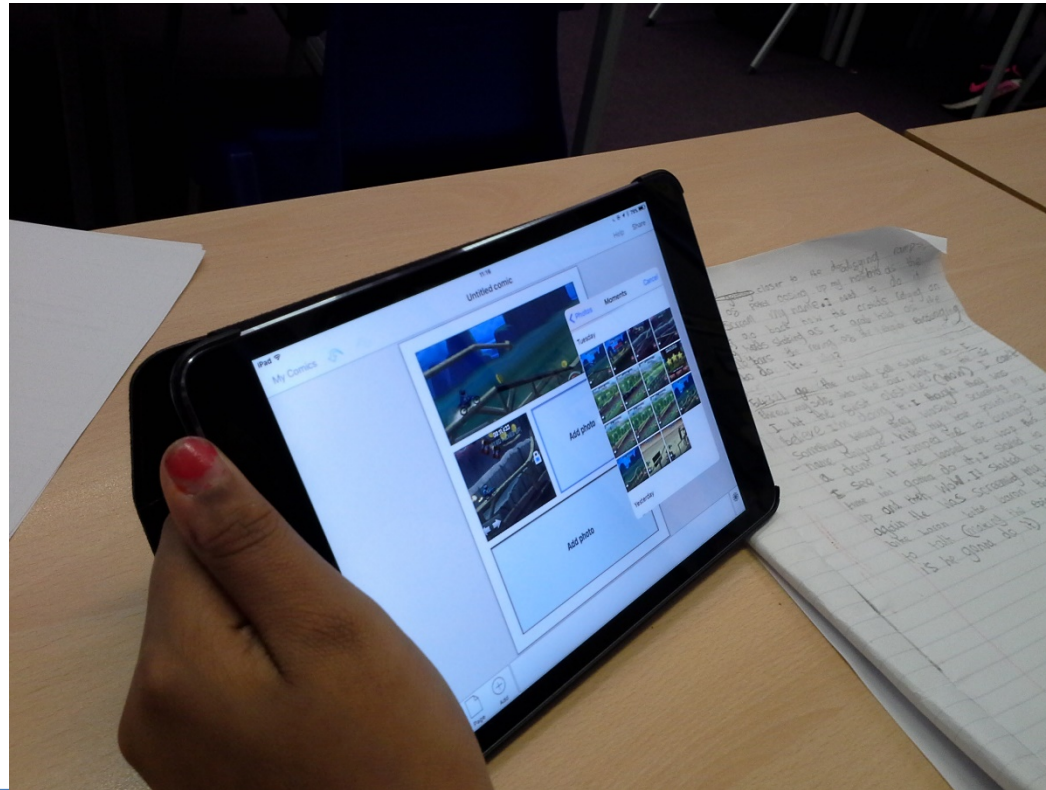
“We are reviewing games, from school websites.....Scratch....iPad games.....school website games from a school in Derbyshire. The learning objective is to become a game tester So they write the name of the game, what do they like about it, what would they do to improve it. “



C: school practices and policies - The App

Parent : Oh it's just so easy..... calendar dates get it up! You don't have to rake around finding the newsletter, you go on the app, you've always got your phone it's always there... You know they're learning Christmas songs at the minute so what did H do this weekend? Go on the app practicing them-

Shared experience: suite of software shared by **everybody**: a year 5 girl works and shows me her younger sister's work in the school's shared online space.



Strip Designer
aka "Pow"

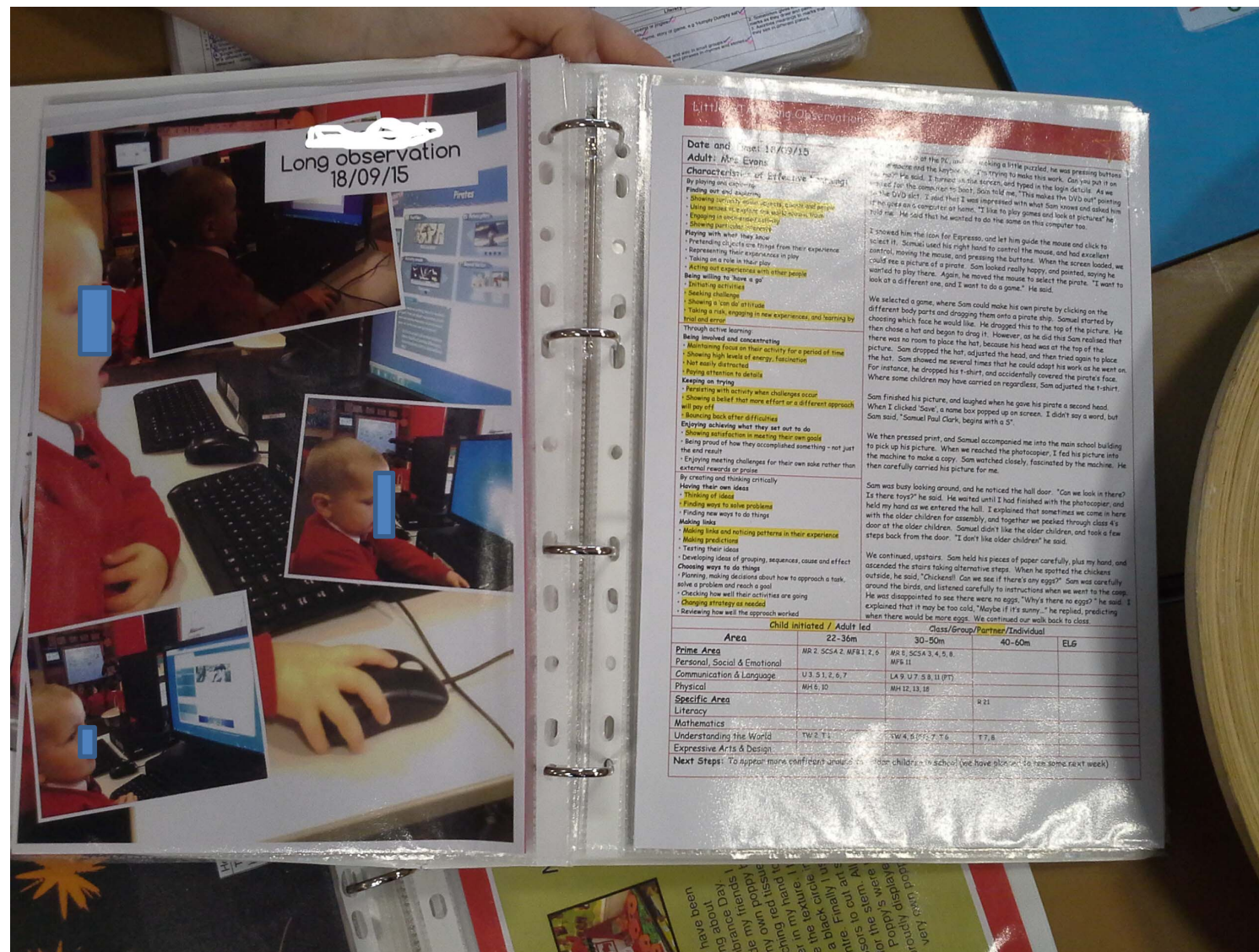
Markettown school

A small Community Foundation school, part of a charitable trust, in an urban/suburban area of Northern England. It caters for children from nursery to Year 6 and has a higher than average number of children on Free School Meals and with Special Educational Needs, and a lower than average proportion of children with English as a Second Language; this is increasing in the younger groups. A small proportion of children come from relatively affluent households.



A; Children's digital practices at home: a parent talks about her 3 year - old

Oh they're like sponges. Definitely. C teaches F everything, yeah, he'll show her how to do something and then that's it, she's off. Even down to the Sky TV, she knows how to rewind and fast-forward and go in the planner and find a program that she likes. [gasp from other participant]. Yeah, she looks for 'D' for Dora, she stands close to the screen and goes "there's a 'd'" and then she says "is this Dora Mummy?" and I say "Yes this is Dora." And then she says, "I'll press play, it's the triangle," so she knows it's the triangle.



Observation in the EY classroom; focus children aged between 3 years 9 months and 5 years 1 month



NP3 ES LS Observation A Part 1 image 15-11-11 1



NP3 ES LS Observation A Part 1 image 15-11-11 2

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Free Blog

4

The silent zoo

Posted by **Mrs Evans** | Posted in **Early Years, Phonics** | Posted on 06-10-2015

We've been learning lots about animals this fortnight, thanks to our fabulous book, Tanka Tanka Skunk.

This morning Nursery were contacted by a very sad zookeeper.

All of the animals in her zoo had lost their voice. Since we were such good experts on animals the zookeeper asked the children to teach the animals how to make their noises again. We thought about each animals noise and whether they made loud/quiet, long/short and soft/scary sounds. Look below at our videos of the animals making their noises.

A noisy pig's grunt

A wolf's scary howl.

A lion's loud roar

An owl's long hoot

A donkey's squeaky bray

A frog's croaky ribbit

A bee's long buzz

An 'ooh ooh ah ah' gorilla

A snake's long, quiet hiss

An elephant's noisy trumpet

Recent Posts

Remembrance Day – Early Years

Class 6 set sail for new lands!

Remember, remember the 5th of November...

Class 3's bonfire day!

Music with Spen Valley

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NP3 ES LS Teacher A interview_debrief image 15-11-11 2



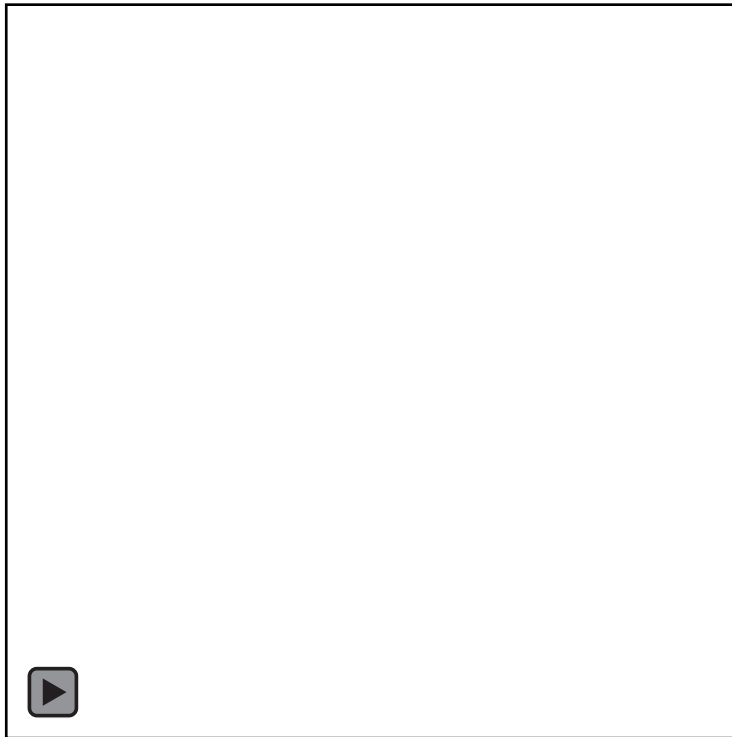
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C School practices and policies: varied communication channels

Blog



Twitter



From these NP3 case studies

Support Levy, Yamada-Rice & Marsh, (2013):

Principle 1: Teachers have clear pedagogic objectives which technologies are used to support.

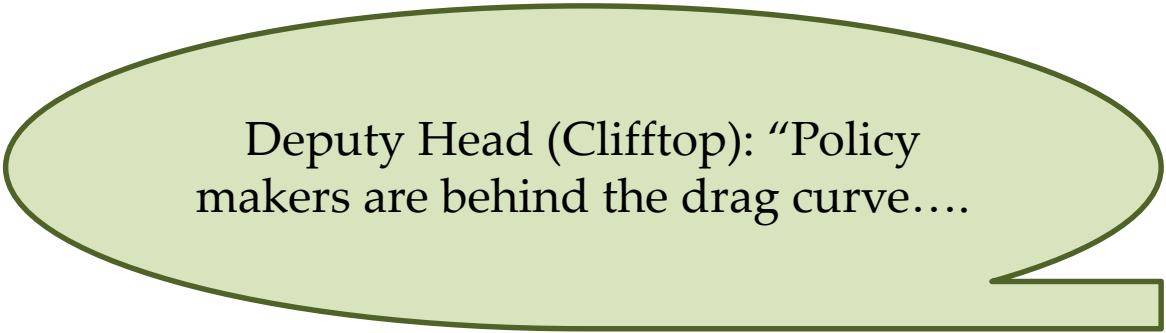
Principle 2: Out-of-school experiences and interests are built upon in school.

Principle 3: Teachers might not always hold all the expertise.

Principle 4: The value of authentic communications with those beyond the classroom.

Principle 5: Motivation and engagement are key to learning, new technologies can play a part in enhancing creativity.

Assessment a key challenge.



Deputy Head (Clifftop): “Policy makers are behind the drag curve....”

What does revisiting the notion of Multiliteracies tell us?

Situated Practice, draws on the experience of meaning-making in everyday life, the public realm and workplaces

Overt Instruction, through which pupils develop an explicit metalanguage of design

Critical Framing, interprets the social context and purpose of designs of meaning

Transformed Practice, in which pupils, as meaning-makers, become designers of social futures.

(Cope &

Kalantzis, 2000, p. 7)

Advancing Multiliteracies in the age of “New Literacies”

From Lotherington (2017)

Epilogue – starting small

References

Levy, R., Yamada-Rice, D., & Marsh, J. (2013). Digital literacies in the primary classroom. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning, and culture* (pp. 333–343). Chichester, UK: Wiley-Blackwell

References

Levy, R., Yamada-Rice, D., & Marsh, J. (2013). Digital literacies in the primary classroom. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning, and culture* (pp. 333–343). Chichester, UK: Wiley-Blackwell.