



Worldview Workshop

Using Critical Literacy to Address the 21st Century Standards.

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What is critical literacy?

- Critical literacy involves the analysis and critique of the relationships among texts, language, power, social groups and social practices.
- It shows us ways of looking at written, visual, spoken, multimedia and performance texts to question and challenge the attitudes, values and beliefs that lie beneath the surface.

The Four Resources Model for Literacy

Luke & Freebody, *Practically Primary*, Vol. 4, No. 2, June 1999

<p><u>Code Breaker</u> Recognizing and using the fundamental features and architecture of written texts including: alphabet, sounds in words, spelling, conventions and patterns of sentence structure and text.</p>	<p><u>Text Participant</u> Understanding and composing meaningful written, visual and spoken texts from within the meaning systems of particular cultures, institutions, families, communities, nation-states and so forth.</p>
<p><u>Text User</u> Traversing the social relations around texts; knowing about and acting on the different cultural and social functions that various texts perform both inside and outside school and knowing that these functions shape the way texts are structured, their tone, their degree of formality and their sequence of components.</p>	<p><u>Text Analyst</u> Understanding and acting on the knowledge that texts are not neutral, that they represent particular views and silence other points of view, influence people's ideas, and that their designs and discourses can be critiqued and redesigned, in novel and hybrid ways.</p>



Critical Literacy

Students need to be proficient in four interrelated dimensions of language use.

code breaker
text participant
text user
and text analyst

Freebody and Luke (1991)



Code Breaker

'How do I crack this code?'

- This involves being able to decode and encode language at an appropriate level of proficiency.
- It includes recognizing and being able to speak and write words and sentences;
- It incorporates phonics and the use of accurate spelling and grammar.



Text Participant

'What does this mean to me?'

- Students use their knowledge of the world, knowledge of vocabulary and knowledge of how language works, to comprehend and compose texts.

Examples include:

- making a list of questions after reading a poem
- comparing the worlds created in two science fiction films;
- predicting the style and content of a television program from the opening titles.

Text User

- **'What do I do with this text?'**
- Students understand how language varies according to context, purpose, audience and content, and are able to apply this knowledge.
- Examples include:
 - creating an information leaflet for a club/agency
 - preparing a talk about new books in the library for an assembly
 - choosing an appropriate style for a letter or phone call thanking a visiting speaker.



Text Analyst

What does this text do to me?'

- Students critically analyze and challenge the way texts are constructed to convey particular ideas and to influence people.
- Examples include:
 - looking at newspaper photographs to consider who is not represented and why this might be.
 - re-writing fairy tales to present different ideas about gender or class.



New Literacies for New Times

- New literacies are especially important to the effective use of content area information on the Internet.....



New Literacies

- They allow us to ***identify important questions, navigate*** complex information networks to locate appropriate information, ***critically evaluate*** that information, ***synthesize*** it to address those questions, and then ***communicate*** the answers to others.



New Literacies

- These five functions help define the new literacies that your students need to be successful with the Internet and other information and communication technologies (ICTs).




New Literacies

We have to consider the literacy of students outside school, students “already face and live in the complexities of New Times: a globalized economy, the emergence of new hybrid forms of identities, and new technologies that are transforming traditional print.” (Luke)

- So.....What literacies do students engage in outside school?

Texts

- Examining meaning within texts
- Considering the purpose for the text and the composer's motives
- Understanding that texts are not neutral, that they represent particular views, silence other points of view and influence people's ideas
- Questioning and challenging the ways in which texts have been constructed

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- Analyzing the power of language in contemporary society
 - Emphasizing multiple readings of texts. (Because people interpret texts in the light of their own beliefs and values, texts will have different meanings to different people.)
 - having students take a stance on issues.
 - providing students with opportunities to consider and clarify their own attitudes and values.
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 - providing students with opportunities to take social action.



How To.....
