NILD Canada 2017 Annual Conference
April 21, 2017

*Early Literacy: Minds, Methods, Intrusions and Conversations*

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**Introductions, audience and context**

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**Beginning at the beginning ...**
The language arts strands

- Listening
- Speaking
- Viewing
- Encoding
- Decoding
- Writing
- Presenting
- Re/presenting

Minds and Methods Concerning
What it means to be Literate
1970-2017

Literacy as a story

- History
- Purpose
- Value
What do we need to remember?

Literacy is a skill activity
- Acquiring a love of literacy in all of its strands (Listening, Speaking and Viewing, the encoding strands) and (Reading, Writing and Representing, the decoding strands)

Literacy is a relational life activity
- Developing an invitational mindset through the teacher and student relationship.

Invitational Education Mindset & Principles
IE principles: (Purkey and Novak, 2008)
1. People are able, valuable and responsible, [not labels]
2. Education is collaborative, cooperative and active
3. Process is product in the making
4. People possess untapped potential
5. Potential can be realized in examining messages sent by people, places, policies, programs and processes.

So how does language instruction create inclusion?
Five propositions of relational inclusion:
1. Optimism
2. Respect
3. Trust
4. Care
5. Intentionality
How have we been doing with being more invitational and inclusive?

Literacy has a history

History

What it meant to be literate 1970-1990 in school
Early Literacy

Language instruction across time – L,S, V, R, W, P

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<th>Methods 1970-1990</th>
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Literacy has a history

What it meant to be literate 1990-2000 in school

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Literacy has a history

What it meant to be literate
2001-2017 in school

Language instruction across time — L, S, V, R, W, P

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<td>Methods</td>
<td>More internet programs and ipads prevalent; less reading done by teachers</td>
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<td>Materials</td>
<td>Internet/ipod interventions, searching for data, on line books for individuals being read at, postmodern story mode</td>
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<tr>
<td>Relationship</td>
<td>Individual finds/interprets own story and worth; not as skill focussed; appetite for amusement, inquiry, problem solving</td>
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<td>What is valued</td>
<td>Digital skills, efficiency, speed in finding information and making individual decisions</td>
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<td>Summary:</td>
<td>Stories used represented a troubled world where there is no childhood</td>
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Summary: What kind of citizen does education create?
### What kind of citizen does education create?

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<th>Pros</th>
<th>Cons</th>
<th>Consideration</th>
<th>Outcome</th>
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<td>1970-1990 Teacher set foundations in choice and pacing</td>
<td>Learning was set and contained within what was shared to be true</td>
<td>Focus on life skills, communally centred; financial literacy, beauty; more genres of literature</td>
<td>Skills for living an ethical life as a moral citizen were valued as was a proper use of language</td>
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<td>1990-2000 More learning by experience</td>
<td>Learning valued individual choice and praise</td>
<td>Focus on individual, student centred; less discussion for social skill development and application</td>
<td>Being confident and efficient as an individual was valued for future business life</td>
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<td>2000 – 2017 More individual play; choice and online centers</td>
<td>Learning valued technology; Internet/ipod online transmission is</td>
<td>Focus on process skills of using technology, being innovative, earning skill and knowledge commodity</td>
<td>Digital natives value speed and amusement; risk/mistakes removed by good process, inquiry</td>
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### Literacy has a purpose

![Venn diagram with Purpose in the center]

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### Intrusions and Conversations

Future goals and visions ...

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Whose story and for what ends?

The Fulfillment of an Educational Dream | An iPad Pro

Working with technology and relationship
Technology is both a benefit and a curse. How can it be contained when essential; and bridled when an amusement?
Has the idea of literacy and story changed?
What story will the student tell about life?
Is choosing technology to replace relationship helpful or harmful to life preparation?
Beware of stereotypes!

Let us reason together …
Goals for thought:
1. Engaging parents, educators, and …?
2. Reading with and being read at?
3. Relational literacy and cognitive effect?
4. Are all stories experienced as equal?
5. Do stories and how they are acquired still matter?
Early Literacy

Literacy is embedded in values

- People's beliefs
- Effects of success and failure of self as a person
- Value

MINDS, METHODS, INTRUSIONS AND CONVERSATIONS

Literacy as a future story

We are the last generation who will know what life was like without invasive technology. What do we want children to retain in the decades ahead that technology cannot provide?

Technology gives

Technology takes away

MINDS, METHODS, INTRUSIONS AND CONVERSATIONS

What is your experience and concern? Group discourse

1. Technology as the third teacher (teacher, self, technology)
2. Balance!
3. Social concerns …
4. Changes in story - internal and external
5. Do stories and how they are acquired still matter?

MINDS, METHODS, INTRUSIONS AND CONVERSATIONS
References


• Search and Teach NILD
  http://nild.org/educational-therapy-training/courses-workshops/search-and-teach-workshop/