

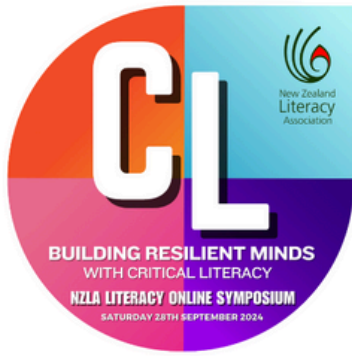
BUILDING RESILIENT MINDS WITH CRITICAL LITERACY

SATURDAY 28TH SEPTEMBER 2024, 9 - 2:15PM, ONLINE WEBINAR

RĀHOROI 28TH SEPTEMBER

NZLA Symposium Outline

TIME	EVENTS
9 am	Opening Karakia, Welcome, Outline of Programme
9:10 am	<p>Keynote #1 – Dr. Susan Sandretto Keynote: Critical literacy: We can't wait any longer to plant the seeds</p> <p>The urgent necessity for the skill of critical analysis can be found in the rise of misinformation. Yet until recently the policy mandate to implement critical literacy did not exist. Fortunately, Te Mātaiaho (the refreshed curriculum) in conjunction with the Literacy & Communication and Maths Strategy, presents a timely opportunity to explicitly integrate critical literacy across the curriculum. In this keynote, I reflect on 19 years of Aotearoa New Zealand-based research into critical literacy and critical multiliteracies. I provide definitions illustrated with video exemplars of critical literacy in practice to provide the foundation for the follow-up workshop.</p>
10 am	Break
10:10 am	<p>Workshops: Round #1</p> <p>Dr. Susan Sandretto Workshop Reflecting on and growing your critical literacy pedagogies</p> <p>In this workshop, we will explore critical analysis as a practice in the English learning area and critical literacy as a pedagogy for the <i>Literacy & Communication and Maths Strategy</i>. Simply put, critical literacy involves a critical stance towards texts; the texts constructed by others and the texts we construct ourselves. Following a multiliteracies approach, texts are designed using multiple modes of meaning (audio, gestural, spatial or visual modes, as well as oral language and/or written language). A critical literacy engagement with texts encourages us to critically consider the power of texts and their effects. You will have opportunities to reflect on your current practices and grow new practices to integrate into your literacy programme. This workshop is suitable for all levels.</p> <p>Chris Thornley Workshop Honouring Te Tiriti o Waitangi in Literacy</p> <p>For many teachers, critical literacy could be an unfamiliar addition to the curriculum. This session for teachers of years 1-13 will develop teachers' own critical literacy understandings to help them build their learners' responses to how language, culture, and identity are portrayed in the books or other texts they read, and the topics they study. It will link to the teachers' code commitments of "affirming Māori learners as tangata whenua and supporting their educational aspirations" and "respecting the heritage, language, identity and culture of all learners" (<i>Code of Professional Responsibility Ngā Tikanga Matatika</i>). Participants will have the opportunity to try two critical literacy tools ready for classroom use and also share the approaches they already have in place.</p>
11 am	Break

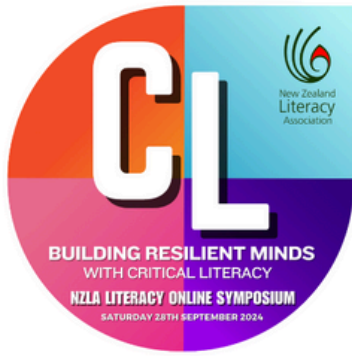


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<p>11:10 am</p>	<p>Workshops: Round #2</p> <p>Susan Paris & Kate de Goldi Workshop <i>Critical literacy adventures with Annual 3</i></p> <p>Students need access to a wide variety of texts to become proficient critical thinkers. These texts need to be engaging and connected to the curriculum. Finding that mix is often the first hurdle ...</p> <p>Annual 3 (annualannual.com) was created by over forty of Aotearoa NZ's best writers and illustrators. The result is 156 pages of smart, multi-modal content: short stories, comics, poems, cartoons, essays, songs, historic photos, flash nonfiction, and wordless text. And then there's the bare-faced satire and parody.</p> <p>What is a "fact"? What does it look like? How can you tell when a writer is taking you for a ride? And why? Kate and Susan, the editors of Annual 3, will show how you can use this ground-breaking miscellany to encourage critical thinking in the years 4-9 classroom. The workshop will include a quick tour of the content, then use two of the Annual texts ("Gone Girls: The Ones We Almost Forgot" and "Frog Hits Ten Million Followers") to explore the features of fake news and misinformation.</p> <p>Tania Roxborough Workshop <i>How can we decolonise the teaching of Shakespeare?</i></p> <p>When the missionaries first came to Aotearoa in the early 1800s, they brought two books: the King James Bible and The Complete Works of William Shakespeare. These texts were used to 'educate' Māori - to teach them to read and write in English and to 'become British'. For the next 140 years, the indigenous peoples' language and wisdom was stripped from communities causing all manner of social issue, not the least poor education outcomes for Māori. Shakespeare was used as a tool to suppress and eliminate the Māori world seen by all outside the classroom. My research investigates ways that educators can bring the world and works of Shakespeare into the indigenous space without colonising the established and valued knowledge of tangata whenua. How can we relocate the thinking and wisdom of Shakespeare to a foreign land without trampling on the mana of indigenous people who are striving to reclaim the value of their own stories?</p> <p>The workshop will focus on effective strategies teachers can use in their own classrooms, regardless of where they are in the world, that allows their students to make connections with Shakespeare to their own cultures, thus uplifting the mana and value of both - bringing the dislocated worlds together.</p>
<p>11:50 am</p>	<p>Lunch break</p>
<p>12:20 pm</p>	<p>Keynote #2 - Dr. Aaron Wilson <i>Keynote: Developing higher level literacies with multiple multi-modal texts</i></p> <p>In this keynote, Aaron will introduce the T-Shaped Literacy model where students explore "big ideas" in units centered around multiple texts/text sets. He will give practical examples of how the T-Shaped approach has been used in primary schools to support the development of higher level literacies including creative writing, synthesis, literary analysis and critical literacy.</p>
<p>1:10 pm</p>	<p>Break</p>



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<p>1:20 pm</p>	<p><u>Workshop Round #3</u></p> <p>Dr. Aaron Wilson Workshop</p> <p>In this workshop, Aaron will build on his keynote and provide practical strategies and advice for planning and implementing T-Shaped literacy units in primary and secondary classrooms. Using key principles for the learning design of a T-Shaped unit, teachers are able to be responsive to the interests, cultural contexts and learning needs of ākonga in their classroom.</p> <p>Jenny Curtis Workshop</p> <p><i>Critical Literacy Through Picture Books</i></p> <p>Join Jenny Curtis, an experienced Resource Teacher of Literacy in Wellington, for an engaging workshop designed to help primary school teachers incorporate critical literacy into their classrooms through the power of high-quality, carefully chosen picture books. This session will guide participants in selecting books that promote comprehension and critical thinking as a bridge to critical literacy for young learners, explore what critical literacy looks and sounds like in practice, and emphasise why it's vital for young learners, right from the early years of schooling. You'll also come away with a curated list of recommended picture books ready for classroom use.</p>
<p>2 pm</p>	<p>Closing</p>