PluriLiteracies for deeper learning

Innovative and Inclusive Pedagogies

Do Coyle January 26th 2019

Why it matters...
“If I had a world of my own, everything would be nonsense. Nothing would be what it is, because everything would be what it isn't. And contrary wise, what is, it wouldn't be. And what it wouldn't be, it would. You see?”
What research tells us about pluriliteracies approaches (using more than one language to develop literacies across the curriculum) and why it is so important for deeper learning, problem-solving and creativity...
OUR WORLD

OUR CLASSROOMS

LEARNING PARTNERSHIPS
to nurture pluriliterate citizens
258 million people are living outside their birth country
Non-English main home languages ranked by number of speakers in Scottish schools in 2016

- Polish: 14,739
- Scots: 5,889
- Urdu: 5,814
- Punjabi: 3,922
- Arabic: 3,174
- Chinese (Modern Standard/Mandarin): 1,487
- Cantonese: 1,256
- Russian: 1,024
- Lithuanian: 999
- French: 989

Languages of Scotland

No. 1 Polish
Language is not about words... words alone are meaningless
Language is never neutral
The International Commission on Education for the 21st Century advocates

FOUR PILLARS OF EDUCATION

LEARNING
To Know
LEARNING
To Do
LEARNING
To Live Together
LEARNING
To Be
As teachers we need to be ‘Glocal’

70% world
Schooled in 2\textsuperscript{nd} or 3\textsuperscript{rd} languages is the NORM
OECD 2016 proficiency in several information-processing skills – literacy, numeracy and problem-solving in technology-rich environments

Why skills matter
FURTHER RESULTS FROM THE SURVEY OF ADULT SKILLS

Andreas Schleicher
Director for the Directorate of Education and Skills
Shifts in Landscapes

- Societal changes
- Global concerns
- Policy and political imperatives
- Unprecedented digital advancement
- Fit-for-purpose education
The world we live in and the classrooms we learn in and the learners and teachers who work together are changing. A good news story...
curriculum for excellence
Responsible citizens are pluriliterate citizens. What does this mean and why does it matter?
A pluriliterate learner is one who has understanding of how language makes thinking and learning work and has experience in meaning-making, problem-solving and being creative in more than language – a right for all learners.
Working Document Proposal for Council of Europe Recommendations: A comprehensive approach to the teaching & learning of languages, May 2018
Recommendations: Language Aware Schools

- To improve language competences
- To broaden the scope of literacies teaching
- To ensure schools are aware of the linguistic diversity in their pupil population, offering them opportunities to create language-rich learning environments where multilingualism can flourish and the language of schooling can be adequately supported
- To shift language teaching and learning so that constructing new knowledge and understanding involves more than one language for all learners

Language as Learning Tool

#Cognitive tool
i.e. for constructing knowledge specific to themes, phenomena or subject disciplines

#Meta-cognitive and linguistic tool
i.e. learning how to learn and ‘reflective’ intervention’ (Bruner)

Using language to learn
Language as Learning Tool

#As the medium and/or object of learning ~ language using is not the same as language learning (English, Gaelic and other languages)

#For social connectivity and intercultural understanding
Challenging the siloed curriculum
at all ages and stages
PluriLiteracies Approaches

Research tells us that cognitive processes are deepened and strengthened when triggered and scaffolded using more than one language and result in improved literacies in the language of schooling, encourage creativity and confidence and motivate young people to extend their understanding of the world.
Pluriliteracies Approaches

1. Growing language aware classrooms not only of our pupils but of ourselves (linguistically and culturally)

2. Being actively language aware of the academic demands of topics/themes/phenomenon (cognitively, culturally and communicatively)

3. Being inclusive - different topics/disciplines have very different cultures, very different discourses which become increasingly nuanced i.e. progression.... My awareness, my planning!
Academic Language is nobody’s mother tongue
Evidence of understanding through creative language use

Contre le ‘poulet systématique’ ...
Quantum states...

http://youtu.be/d1tn56vWU_g

https://www.youtube.com/watch?v=IOYyCHGWJq4
Behaving like.....
To Language is a verb
Languages as the Leveller
Le paysage gothique de Maria aged 11

From Gothic literature and landscapes to people descriptions, from 19th century clothing to evolution of fashion and emancipation for women, Coco Chanel and so on...... according to the learners’ agenda.
Note:

The following slides provide an example of how a beginner learner of French after only 5 months of learning the language and being in a conducive context where learners had chosen the topic (Goths) and they were all aware that they were learning to write like authors in French. Such an example demonstrates what is possible – with scaffolding of course!
Il y a un arbre.

Il y a une maison.
On remarque un arbre solitaire et mort et derrière l’arbre. On remarque aussi une maison qui a l’air d’être hantée.
Histoire au PASSE! → IMPARFAIT

On remarquait un arbre solitaire et mort. Derrière l’arbre on remarquait une maison qui avait l’air d’être hantée et on sentait l’odeur du bois pourri.

Using language to raise awareness of literacy practices of expert authors and as a learning tool
MON PAYSAGE GOTHIQUE

Dans cette illustration on était dans un cimetière. Le cimetière était un de l'endroit typique de les paysages gothiques. Les couleurs qui étaient présent, dans cette illustration étaient le gris, le blanc mais surtout le noir. Dans le cimetière il y avait un silence si grave que tu pouvais entendre une broche tomber mais tout à coup il y avait le cri d'un hibou qui a brisé le silence. Le temps était nuageux et il y avait de la brume et les arbres étaient presque morts. On entendait une atmosphère sombre et mystérieuse.

BEGINNER LEARNER (September)
Le Cycle de l'eau

Le Soleil

Condensation
La vapeur se transforme en nuages.

Apres Condensation
la vapeur se condense en nuages.

En suite, la vapeur des nuages se transforme en pluie.

la pluie

En suite, la pluie se transforme en neige.

la neige

Etat solide

Les nuages se transforme en pluie.

Les nuages se transforme en neige.

Etat liquide

Etat gazeux

Au debut, l'eau de la mer se transforme en vapeur d'eau.

Vapeur d'eau

L'eau se transforme en vapeur d'eau.

En suite, l'eau s'infiltre dans le sol.

Infiltration

L'eau s'infiltre dans le sol.

Finalement

Infiltration

Finalement, les riviere ramment.

Ruisselement

Apres la pluie rejoint les rivieres.

État liquide
Planning for Learning becomes Designing the learning environment – emphasis is on LEARNING

What you want\LEILA\LEILAyuttarodata\Experiment - the camera (2).mov
Learning Ecologies

RELATIONSHIPS (networks)
Learners / Teacher / others / things

LEARNERS
Motivations
Knowledges/Capabilities
Thinkings
Characters

TEACHER
Motivation
Knowledge/expertise
Thinking
Character

CULTURE
Respect,
Recognition,
Encouragement,
Emotional support,
Affiliation

PROCESS

SPACES & PLACES

RESOURCES & TOOLS

PEDAGOGIC CONTEXT
Problems, Challenges & Opportunities
Doors, windows and opportunities

- Emphasis on literacies across the curriculum
- Building on ‘multicultural’ schools
- Aspirational 1 + 2 Policy in Scotland
- A shared alternative (new) language is a great leveller for all teachers and learners
- Strengthening cognitive-languages connectivity and making it transparent for all learners impacts on learning
MESSAGE ONE

Living our shared responsibility towards our pupils- whose linguistic stories cannot be the same as ours since each is unique - to ensure we enable them to understand what being a pluriliterate citizen means i.e. pedagogic inclusion
MESSAGE TWO

Strengthening the cognitive-language link and making it explicit/transparent can lead to deeper learning which impacts on the quality of learning for any learners – we need to be language aware.
MESSAGE THREE

To promote the meaning of ‘academic’ literacies for all by creating drawing, languaging, talking spaces for all learners through learning partnerships
A pluriliteracies approach to learning is not about the teaching of another ‘foreign’ language, not about making our learners bilingual, not about having to be bilingual ourselves it is all about strengthening cognitive pathways and require a shift in mindset, thinking outside the box in terms of designing learning, learning partnerships – the impact is powerful and we can start small.....
Alice: This is impossible.
The Mad Hatter: Only if you believe it is.
Interested?

If you or colleagues are interested in finding out more or want to explore some of the ideas further in your school - regardless of whether or not you could come to the workshop - do not hesitate to make contact with Do Coyle on

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