

Re-framing literacy for future-orientated boys' education

IBSC Workshop 1

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The successful implementation of a whole-school literacy strategy for boys must be evidence-based and designed to cater to their complex future literacy needs; a world that is, according to Jefferson and Anderson, complex, often chaotic and filled with contradiction. This workshop will consider the role of leaders in creating sustainable educational change that is engaging and relevant for students through a cultural re-framing of the role of literacy in the secondary school.

Our workshop will address the following questions:

- How can metacognitive strategies enhance the literacy of boys?
- How can leaders be mobilised to create sustainable change in whole-school literacy practices?
- How can literacy be re-framed so that it's less about standardised testing and more about empowering our students as they engage with an increasingly complex world?

How can metacognitive strategies enhance the literacy of boys?

At Stannies we are focused on instilling a metacognitive approach school-wide that builds both teacher and student capacity in 4 key competencies:

- Creativity
- Critical thinking and reflection
- Communication
- Collaboration

Jefferson, M & Anderson, M. (2017). *Transforming Schools*. London & New York: Bloomsbury.

How can leaders be mobilised to create sustainable change in whole-school literacy practices?

Leaders are our most powerful mechanism for enculturating student-centered values. They generate and sustain both teacher and student agency through acting as a conduit for authentic communication and in so doing, build institutional capacity and knowledge. Fundamentally, sustaining educational change involves reshaping the professional identity of the teacher away from being an administrator and towards being a leader of learning.

Thus the responsibilities of leaders in sustaining educational change at Stannies include:

- Model "student-centered values" (Tan, 2012) as consistent with educational best-practice and the Vincentian teaching context.
- Model reflective practice through authentic engagement with colleagues
- Facilitate emergent teacher-leadership opportunities in order to enhance the capacity of all teachers.
- Identify coherence between school-wide strategic vision and faculty/subject specific areas for development to enable an authentic synthesis between professional learning and classroom practice
- Model classroom practice that reflects professional learning, evidence-based practice.
- Model use of data to inform practice as derived from participation in professional learning
- Evaluate the efficacy of any changes to pedagogy deriving from professional learning at a Faculty level through analysis of student data.

The balance is now shifting as student's are becoming increasingly empowered to co-design and influence the learning of others through greater confidence in their own voice.

How can literacy be re-framed so that it's less about standardised testing and more about empowering our students as they engage with an increasingly complex world?

Principles of our promising practices:

- Perceived as relevant and authentic to the lives of our students
- Encourage transference of skills and knowledge between disciplines and beyond the school environment (community and global)
- Involve co-design, that is, students strategise towards personalised learning goals and are therefore empowered through their learning
- Are multimodal: students have choices about the media they engage with and communicate through in order to most effectively convey their knowledge to a specific audience
- Build staff and student capacity by working through novel problems using an inquiry-based approach
- Support an iterative process of professional inquiry into effective literacy teaching and learning at a whole school level (data-informed; reflective practice - facilitated by middle-leaders)
- Are based on the fundamental assumption, derived from our implementation of 4Cs learning, that literacy must be reframed as communication in order to promote its value for students, teachers and parents within and beyond the classroom.

Practical examples for boys' literacy development:

- Developing listening skills
- Colour coding writing structure - eg. PEEL; Introductions; TEPA
- Embodiment of learning - tableaux
- Professional learning mirrors student learning
- Personal Based Learning projects
- Flexibility of choice
- Use of digital resources
- Writing is supported with a practical or multimodal element - building 3D models, or digital models
- Class debates - everyone must contribute - use a prompt
- No hands up
- Real world applications
- Bus stop
- Persuasion circle - convince the person in the middle of your point of view - monitor discussion



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