



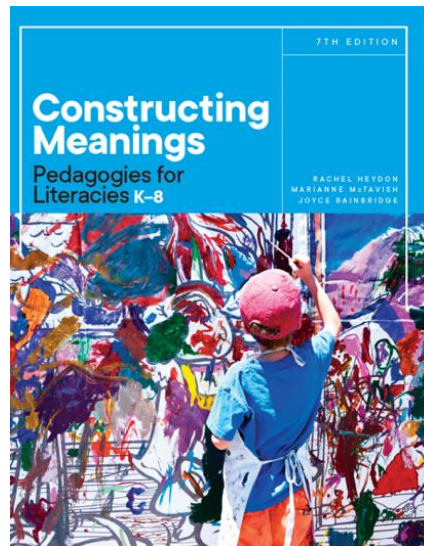
Western

Interdisciplinary Centre for Research  
in Curriculum as a Social Practice

**Constructing Meanings: Elementary Literacy Education for Living Well Together  
A Book Launch and Literacy Education Symposium**

**Thursday May 20, 2021  
1:00PM EDT-4:30 EDT**

*The Interdisciplinary Center for Research in Curriculum as a Social Practice at Western University invites you to explore Literacy Teacher Education in Canada and celebrate the launch of:*



*Constructing meanings: Literacy pedagogies K-8 (7th ed.). Toronto: Nelson/TopHat  
by Rachel Heydon, Marianne McTavish, and Joyce Bainbridge*

Hear from the co-authors, researchers who have inspired them, as well as other teacher educators who are engaging with the text:

Luigi Iannacci, Kimberly Lenters, Guofang Li, Pamela Malins, Lori McKee, Anne Murray-Orr, Erica Neeganagwedgin, Shelley Stagg Peterson

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## Programme

### **Part I: The Text and Context**

#### Literacy Education for Living Well Together: Re-Constructing Meanings

Rachel Heydon, Marianne McTavish, & Joyce Bainbridge

*This seventh edition of Constructing Meanings welcomes readers in to thinking with literacy pedagogies pre-K to 8 in ways that respect the lineage of the previous editions but respond to contemporary movements in the field and beyond. The co-authors outline how Constructing Meanings (7th ed) was composed as an invitation to readers to engage in co-producing new possibilities for literacy pedagogies and all that are involved with them. Key foci of this talk include issues of settler colonialism, contemporary demographics of classrooms, and our subsequent responsibilities as literacy educators; ethics and literacy pedagogies; and sharing in the beauty, vibrancy, and joy of reading, writing, speaking, listening, viewing, and representing.*

### **Part II: A Reader's Perspective**

#### Constructing Meanings: In Step with Literacy Teaching of Our Time

Shelley Stagg Peterson

*In a discussion of Constructing Meanings in terms of pressing issues for literacy teachers and teacher educators, Shelley argues that this seventh edition is more than an update of previous editions. It reflects contemporary multilingual/multicultural Canadian classroom contexts, and, very importantly, Canadians' finally-awakened consciousness of the need to work for change to disrupt the devastating effects on Indigenous peoples of Canadian settler-colonial policies and practices. Additionally, digital literacies are treated as the commonplace practices they are in today's world.*

### **Part III: Conceptualizations of Literacies and Considerations for Teacher Education**

#### Children's Collective Literacies

Kimberly Lenters

*In this talk, I will discuss my work in the area children's collective literacies. The talk will begin by referencing some of the common issues I have come across in my work with classroom teachers; issues that, I argue, can perpetuate stagnant ELA pedagogical practices. I will illustrate two examples of children's collective literacies, arising from sociomaterial, posthuman literacy research projects set in Vancouver and Calgary. The ways the children in these studies practice literacy within assemblages of human and more-than-human participants provide powerful examples for encouraging and shaping productive spaces for engaged literacy learning.*

#### Indigenous Education Literacies: A Wholistic Framework

Erica Neeganagwedgin

*This presentation examines wholistic approaches to literacies and education and provides a discussion on conceptualizing literacy from Indigenous perspectives. Understanding that Indigenous peoples are multilingual and distinct peoples with their own forms of literacies and Intellectual frameworks is key. The presentation provides some examples of literacy practices as well as ways in which Indigenous ways of doing literacy are enacted and experienced within community and learner focused environments. Drawing on the work of Indigenous scholars, the presentation shows how schools can engage and foster critical literacy practices that are grounded in Indigenous epistemological frameworks which have always existed.*

Reconceptualizing Literacy Teacher Education for Superdiversity: Lessons from Pre- and In-service Teachers' Perspectives and Ongoing Dialogues

Guofang Li

*How teachers conceptualize literacy influences how they teach. Drawing on pre- and in-service teachers' online discussions in teacher education literacy courses, in this reflective presentation, I will explore pre- and in-service teachers' current beliefs in literacy and literacy teaching, identify possible limiting and encouraging factors in their initial and ongoing conceptualizations of literacy instruction, and showcase ways to promote changes in their beliefs and practices that align with the theoretical and pedagogical advancements in multiliteracies. The presentation will conclude with proposals to reconceptualize literacy teacher education in the context of increasing superdiversity in schools and society in Canada and beyond.*

**Part IV: The Text and Teacher Education Pedagogies**

Teacher Educators Collaborate Across Their Literacies Courses: Constructing Meanings

Lori McKee & Anne Murray-Orr

*In this presentation, we explain how we collaborate in planning across our language and literacy courses in the B Ed program at St. Francis Xavier University, with the goal of having students move into classrooms with multiple understandings of literacy. We begin by describing the context of our teaching, followed by our decision to use the Constructing Meaning text. We then detail how we use sections of the text across the two courses, with students reading several of the chapters in Lori's course and other chapters in Anne's course. We highlight connections between the courses supported by concepts in the text.*

The Instructor's Guide

Pam Malins & Luigi Iannacci

*The instructor's guide consists of chapter summaries, activities, reflection prompts, power point slides, and multiple-choice questions. In line with multiliteracies pedagogy espoused by the text itself, these materials have been designed to be meaningful and multimodal in nature to provoke critical thinking. Materials include links to videos, articles, and graphic organizers. Our view of literacies is one where individuals see themselves as literate beings regardless of their dominant language, preferred mode of communication, or background experiences. We advocate for critical literacies that draw on learners' identity options and funds of knowledge and decolonizing pedagogies that are linguistically diverse and culturally responsive.*

## About the Presenters:

### **Rachel Heydon**

Rachel Heydon, PhD, is professor, Faculty of Education, Western University where she coordinates the pre-service elementary language arts courses and teaches literacy and curriculum theory courses at the graduate level. She is executive editor of the *Journal of Curriculum Studies*, a former president of the Language and Literacy Researchers of Canada, and author of many publications about curriculum, early childhood, literacy, and teacher professional learning in literacy.

### **Marianne McTavish**

Marianne McTavish, PhD, is professor and Associate Dean of Teacher Education in the Faculty of Education at the University of British Columbia. She teaches introductory language arts courses to pre-service teachers and graduate courses in literacy. Her research work with early childhood teacher candidates and digital literacies reconceptualizes the way literacy is taught and practised. She has authored several professional resources in addition to scholarly articles on young children's emergent literacy learning, teacher education, and family literacy.

### **Joyce Bainbridge**

Joyce Bainbridge is professor emerita, Department of Elementary Education, and former Vice-Dean of the Faculty of Education at the University of Alberta. She received her MA and EdD at the University of Northern Colorado. The recipient of teaching and research awards, she taught university courses in language and literacy education for many years, and continues to teach educational research courses. She is the author of many books and journal articles.

### **Shelley Stagg Peterson**

A former elementary teacher in rural Alberta schools, Shelley Stagg Peterson, PhD, is a professor in the Department of Curriculum, Teaching and Learning at OISE/University of Toronto. She teaches courses on the teaching of writing, on literacy theory and practice, and on play-based, language and literacy. Her Northern Oral language and Writing through Play (NOW Play) project involves collaborative action research with teachers and early childhood educators in remote northern communities in Canada, New Zealand and Sweden, with the goal of supporting Indigenous children's literacy and Indigenous language and cultural learning.

### **Kim Lenters**

Kim Lenters, PhD, holds a Canada Research Chair in Language and Literacy Education at the University of Calgary, where her research focuses on the social and material worlds of children's literacy development. Her recent research has been published in journals such as the *Reading Teacher*, *Literacy*, *Journal of Literacy Research*, and *Research in the Teaching of English*, as well as several edited collections. She is also co-editor of the volume, *Affect and Embodiment in Critical Literacy: Assembling Theory and Practice*. In the spare time pandemic life is currently providing, Kim is learning to make comics and quilts, and enjoys exploring Calgary's river paths and hiking in the Rocky Mountains.

### **Erica Neeganagwedgin**

Erica Neeganagwedgin (Taino), PhD, is an Assistant Professor at Western University with research area in Indigenous Education and Indigenous Scholarship.

### **Guofang Li**

Guofang Li, PhD, is a Professor and Tier 1 Canada Research Chair in Transnational/Global Perspectives of Language and Literacy Education of Children and Youth in the Department of Language and Literacy Education, University of British Columbia, Canada. Her program of research focuses on bilingualism and biliteracy development, pre- and in-service teacher education, and current language and educational policy and practice in globalized contexts. Her recent books include *Superdiversity and Teacher Education* (2021, Routledge), *Languages, Identities, Power and Cross-Cultural Pedagogies in Transnational Literacy Education* (2019, Shanghai Foreign Language Education Press), and *Educating Chinese-heritage Students in the Global-Local Nexus: Identities, Challenges, and Opportunities* (2017, Routledge).

### **Lori McKee**

Lori McKee, PhD is an Assistant Professor in the Faculty of Education at St. Francis Xavier University. Prior to joining the team at StFX, Lori taught for 20 years in early elementary school classrooms and in a Reading Recovery program in Ontario. Lori's recent research projects focus on supporting beginning teachers in designing responsive literacies pedagogies; and identifying learning opportunities for preservice elementary teachers during emergency school closures in the pandemic.

### **Anne Murray-Orr**

Anne Murray-Orr, PhD is a Professor in the Faculty of Education at St. Francis Xavier University. Before coming to St FX, Anne taught early elementary grades in schools in Northern Canada and Nova Scotia for 10 years. Her recent research areas include culturally relevant pedagogies in middle years classrooms; preservice teachers' multiliterate identities; and learning opportunities in an alternative field experience for elementary preservice teachers during the pandemic.

### **Pamela Malins**

Pamela Malins, PhD, Assistant Professor, UNB, Education, explores early childhood curriculum, literacies, and identities. In particular, she is interested in the meaning-making opportunities afforded to young children to explore gender and sexual identities. Current research includes engaging community in conversations about comfort levels with various picture books that address gender and sexual identities. Previous research has included a SSHRC funded critical discourse analysis of Canadian kindergarten curricula.

### **Luigi Iannacci**

Luigi Iannacci, PhD, is a Professor in the School of Education and Professional Learning at Trent University in Peterborough, Ontario. He teaches and coordinates the culturally and Linguistically Diverse Learners, Language and Literacy and Supporting Literacy and Special Needs course. Dr. Iannacci has coordinated this course for 16 years. His research interests and publications are focused on language and literacy learning and teaching, critical multiculturalism, critical dis/ability studies, early childhood education, critical narrative research and ethics. He is the past president of LLRC (Language and Literacy Researchers of Canada). His latest book *Reconceptualizing Disability in Education* (Lexington Press) is being used at the in-service, pre-service and graduate level provincially, nationally and internationally. His present research looks at the levelling of readers.