Critical literacy in preschool class – planning, implementing and evaluating teaching

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Introduction
Critical literacy explores interactions of language and power. A critical approach to speaking, reading, and writing is necessary to deconstruct and interpret texts.

Aim
The aim of the study is to develop teaching practices in preschool class that promote students’ critical literacy.

Background
According to the Four Resources Model [1], a successful reader and writer needs to develop and sustain four different roles:

- Code Breaker
- Text participant
- Text user
- Text analyst

Few studies are found focusing on young students as text analysts exploring what texts do with them.

Methods and material
The study is a combined research and professional developmental project. An interactive approach is used where joint learning between the researcher and the participants is emphasized.

Data collection: workshops, interviews, classroom video recordings, and materials produced by the students.

Theoretical framework
By using The Interdependent Framework for Critical Literacy Education [2], a model of instruction that encourages students to adopt the role as text analyst will be developed.

Students need to learn how to read the word and the world by exploring texts in relation to power, diversity/identity and access. To become democratic citizens, they also need to design/redesign through writing and rewriting the world.

Preliminary results
Results indicate that it is possible to develop instruction that promotes young students’ critical literacy. A pilot study shows that instruction with focus on power, diversity, access and design encourages students to take a critical approach to speaking, reading and writing.

References