Literacies in Childhood
CHANGING VIEWS, CHALLENGING PRACTICE

second edition

Laurie Makin, Criss Jones Díaz, Claire McLachlan
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Edited by

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Laurie Makin’s teaching and research interests are in children’s early language and literacy learning in monolingual and multilingual contexts. Her research has focused on literacy as social practice, children’s emergent literacy, gender differences in early literacy, accessing the voices of young children in research, and parent partnerships in literacy learning. Dr Makin has developed and implemented programs to support parents as their children's first language and literacy educators, designed professional resources for early childhood staff working with children in the year prior to school entry and in transition, and published extensively. In 2005, she retired from the University of Newcastle, where she was Associate Professor and Founding Director of the Children and Education Research Centre from 2001 to 2005, and accepted an invitation to act as Visiting Scholar at the Hong Kong Institute of Education, 2005–06. She currently works as a consultant in early language and literacy learning.

Criss Jones Díaz has been a teacher educator for more than 20 years. She has taught English as a second language in Central America and the Caribbean where she learnt Spanish as a second language. Her research and publication interests are primarily in critical and cultural studies, with an emphasis on languages and literacies and identity negotiation in contexts of diversity and difference. She teaches at the University of Western Sydney in subjects focusing on sociology in education, literacy and languages education. She has recently been involved in a number of research projects, including publications of numerous journal articles. She is the coauthor of One childhood many languages: guidelines for early childhood education in Australia and coauthor of Diversity and difference in early childhood education: issues for theory and practice.

Claire McLachlan is Associate Professor of Early Years Education at Massey University College of Education in Palmerston North, where she teaches courses in the undergraduate and postgraduate program on cognition, literacy and assessment in the early years. Claire’s research background is primarily in educational psychology, with an emphasis on literacy and teachers’ beliefs about teaching and learning. Claire was formerly the Program Leader: Early Years Education at Auckland University of Technology, where she established the early childhood teacher education and postgraduate programs, with specialties in Montessori, Steiner and Pasifika education. She completed her doctorate on the topic of emergent literacy in New Zealand kindergartens and has recently completed further research which examined how literacy is promoted in a range of early childhood and new entrant settings. Claire’s current research interests include teachers’ and parents’ beliefs about literacy in early childhood, literacy environments in the early childhood setting, and physical activity in young children. Claire is the current editor of the journal Early Education.
Nola Alloway is a Professor of Early Childhood Education at James Cook University in tropical Northern Queensland, Australia. For the past decade her research has revolved around issues related to gender and education, with a particular focus on gender’s association with literacy achievement at school. Nola’s most recent work as the director of a large-scale, federally funded project on boys’ education has culminated in the development of professional learning materials to support teachers across Australia in revisioning what they do, and in transforming curriculum and pedagogy, with a view to improving learning outcomes for boys—and for girls—in their classrooms.

Leonie Arthur has worked as an early childhood educator in long day care, preschool and the early years of school. She is currently employed as a Lecturer at the University of Western Sydney where she works with undergraduate and postgraduate students in the areas of literacy and early childhood curriculum. Her doctoral research focused on curriculum that is inclusive of children’s family and community literacy experiences, particularly children’s expertise with consumer media culture, and the critical role of educators in scaffolding literacy learning. Leonie is a coauthor of Literacies, communities and under 5s and Play and literacy in children’s worlds, as well as numerous book chapters and articles that focus on early literacy.

Caroline Barratt-Pugh is a Senior Lecturer in early childhood language and literacy at Edith Cowan University, Western Australia. Her research and teaching focuses on language and literacy in the early years with a special interest in bilingualism, multiliteracies, and family and community literacy. Caroline has been involved in a number of national literacy research projects and has recently completed an evaluation of a state library-initiated family intervention literacy program. She has written a number of journal articles, book chapters and edited texts on early literacy, and has recently completed Literacy learning in Australia: practical ideas for early childhood educators.

Bronwyn Beecher lectures in multiliteracies at the University of Western Sydney, Bankstown and Penrith. Her main research and teaching interests include children’s agency through literacy, as well as the role of technology and play in literacy learning. Bronwyn’s current research focuses on young children’s literacy learning at home and in communities, and investigates implications for contemporary literacy programs in early childhood settings.
About the contributors

Barbara Comber is a key researcher in the Centre for Studies in Literacy, Policy and Learning Cultures in the Hawke Research Institute and Professor in the School of Education at the University of South Australia. Her professional passions include pedagogy, critical literacy, social justice and teachers’ work. A major professional pleasure is working with radical, innovative teacher–researchers. She has recently coedited three books: *Turn-around pedagogies: literacy interventions for at-risk students; Look again: longitudinal studies of children’s literacy learning; and Negotiating critical literacies in classrooms.*

Susan Danby is a researcher in the Centre for Learning Innovation at the Queensland University of Technology. Susan publishes widely in the areas of talk and interaction, classroom discourse, childhood studies, early years and helplines.

Christina Davidson is a Senior Lecturer in the School of Learning and Innovation at Central Queensland University. Her research interests include classroom interaction, the ways teachers and students accomplish school literacy practices, and conversation analysis.

Alma Fleet is passionate about educational change. She is an Associate Professor at the Institute of Early Childhood, Macquarie University, Sydney. Having taught children in California and Scotland, she now teaches undergraduate and graduate students, as well as people working in schools and early childhood settings. Previous research includes both literacy and student teacher/cooperating teacher interactions during practicum field experiences. Currently, she has particular interest in a nationally recognised Bachelor of Teaching program for Aboriginal and Torres Strait Island early childhood teachers. She recently coedited a book with Catherine Patterson and Janet Robertson, *Insights: behind early childhood pedagogical documentation.*

Wendy Hanlen’s PhD research ‘Emerging literacy in New South Wales rural and urban Indigenous families’ (2002) was funded by the Australian Research Council’s Indigenous Researchers Scheme. Dr Hanlen has been an Indigenous research academic at the University of Newcastle with Umulliko Indigenous Higher Education and Research Centre, and a foundation member of the Children and Education Research Centre. She coordinated the Aboriginal Education Policy Review for the New South Wales Department of Education and Training in 2004 and a project for the National Centre for Vocational Education and Training in 2005. She has conducted other research projects on Indigenous education focusing on literacy since 2001. Dr Hanlen is a trained linguist with a specific interest in the relationship between literacy outcomes and speakers of Indigenous languages and Aboriginal English.

Pauline Harris is Senior Lecturer in the Faculty of Education at the University of Wollongong. Dr Harris was Founding Director of the university’s Early Childhood Teacher Education Program (1992–2002). She coordinates the language and literacy teaching and research undertaking in the faculty. Pauline teaches early childhood pre-service teachers in language, literacy, play and curriculum. Her research has focused on literacy practices, pedagogies and contexts in the early years. This research has attracted funding by the Australian Research Council, and has won an international award from the United States National Council for the Teaching of English for the nexus this research develops with teaching practice. Another line of Pauline’s research
focuses on relationships between policy, research and practice, and the role that collegial interactions, mentoring and leadership play in how teachers interpret and implement policy and research. Having graduated with a BEd with First Class Honours at the University of Sydney, Pauline taught for several years in Sydney. Prior to her appointment at the University of Wollongong, she gained her doctorate at the University of California, Berkeley.

Nola Harvey is currently a Senior Lecturer at the University of Auckland, Faculty of Education, working in the School of Languages, Literacies and Communication. She works in pre-service and in-service teacher education following up a passion regarding languages and literacies in the early years. She worked in the New Zealand Playcentre movement and was the supervisor of a Special early childhood centre for on-arrival refugee families, before taking up her current position in 1996. Nola maintains her advocacy for children’s rights, particularly in relation to language rights, through non-government organisations. She recently completed the Postgraduate Diploma in Language and Literacy at Waikato University. Bilingualism and biliteracy in early childhood education are the focus of her current research.

Susan Hill is an Associate Professor of Early Childhood Education at the University of South Australia. Dr Hill has worked in the field of teacher education for more than 20 years. Her particular expertise is in the field of early childhood education, teacher education, disadvantage and literacy pedagogy. She is the author and coauthor of over 20 books for teachers, including: 100 children go to school: connections between literacy development in the prior to school period and the first year of formal schooling; The collaborative classroom; Reading and writing communities; Books alive; Readers’ theatre; and Book talk. Her most recent publications include Phonics: guiding literacy learners and Developing early literacy: assessment and teaching.

Margie Hohepa is from the northern part of Aotearoa New Zealand and belongs to Te Mahurehure of Ngapuhi. She is a Senior Lecturer in the Faculty of Education, for the University of Auckland. She teaches Education and Māori education at undergraduate and postgraduate levels, and researches in Māori education. Her recent research areas include language and literacy development in Kura Kaupapa Māori—Māori medium schooling that operates from a Māori philosophical base, and Māori leadership in schooling. Other areas of interest include Māori perspectives of development and socialisation.

Criss Jones Díaz: see ‘About the editors’, p. x.

Anne Kennedy has recently retired as a Senior Lecturer at Monash University, Faculty of Education, where she worked for 15 years in the training and education of early childhood and primary school student teachers in Melbourne and Singapore. Anne has also worked in universities in Sweden and the United States. Previous employment included working as a director of a university child-care centre, and teaching in primary schools and kindergartens. Her research has focused on the areas of early literacy and ethics in education. Currently she is working as a private education consultant and is a member of two early childhood peak agencies boards of management.
About the contributors

Laurie Makin: see ‘About the editors’, p. x.

Julie Martello teaches in the areas of literacy and drama education at Charles Sturt University. She has recently completed a doctorate that brings these two fields together through research into drama pedagogy as a means of developing literacies, especially critical and visual literacies, with students in preschool and early primary school. Her current interests and research are centred on promoting an extended and inclusive view of literacy and of the effects on young students of divergent home and school literacies.

Claire McLachlan: see ‘About the editors’, p. x.

Margaret McNaught is a Lecturer at the Institute of Early Childhood, Macquarie University, Sydney. She has a longstanding interest in the literacy development of young children, arising from her previous work as an educational psychologist. She has also worked in family-centred early intervention, and researched systemic approaches to literacy learning difficulties.

Stuart McNaughton is Professor of Education at the University of Auckland where he teaches in courses on the development of language and literacy, teaching in diverse urban schools and processes of education, socialisation and culture. He is Director of the Woolf Fisher Research Centre, which conducts research on teaching, learning and development in culturally and linguistically diverse communities. Current research interests include enhancing the language and literacy development of culturally and linguistically diverse children, and involves research-based interventions with clusters of schools. He has published widely and his books include: Being skilled; Patterns of emergent literacy; and Meeting of minds. He was a member of the New Zealand Government appointed Literacy Task Force and chaired the New Zealand Ministry of Education’s Literacy Experts Group.

Jo-Anne Reid is Head of the School of Teacher Education at Charles Sturt University, and a Key Researcher in the Research into Professional Practice, Learning and Education Centre (RIPPLE). She is interested in theories of social identity and individual subjectivity, and in particular on human subjectivity in formation, where investigation of the literacy demands on the student as a social subject in transition has structured her research from early childhood to teacher education contexts.

Lynne Surman joined the Education Faculty at Monash University, Melbourne, after extensive experience in primary schools as classroom teacher, school administrator and regional curriculum consultant. Her research and teaching interests continue to be in the areas of literacy and professional learning in the early years of schooling, and her commitment to democratic professional practice is sustained through her work with children and educators in the field. Currently she is undertaking a longitudinal study of the ways in which novice primary teachers interpret, in practice, the philosophical principles of the education project in Reggio Emilia, Italy.

Jane Torr is an Associate Professor at the Institute of Early Childhood, Macquarie University, Sydney. In that role she has particular responsibility for higher degree research. Her own research relates to emergent literacy development, children’s
literature, systemic functional linguistic theory and language development in the first five years of life. She specialises in the relationships between visual and written text in picture books, the influence of adult talk on children's literacy development, and sociocultural differences in language and literacy development.

**Peter Whiteman** lectures in the early childhood teacher education programs at the University of Newcastle, Ourimbah, Australia, where he is Deputy Director of the Children and Education Research Centre. With research interests in the areas of early musical development, young children's symbol systems, and reconstructed childhoods, Dr Whiteman is committed to methodologies that view children as valued contributors to the research process. His teaching experience spans a range of schools, prior-to-school and community music settings, and he has undertaken research with young children and their families in Australia and the United States.
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Literacies in Childhood supports the development of competent and confident Early Childhood and Primary Educators. Building on the success of the first edition, this new edition reaffirms a ‘literacy as social practice’ philosophy, alongside a balanced discussion of phonics, and the principles of emergent literacy. The underpinning concept of ‘multiliteracies’ provides a consistent theme throughout.

Divided into parts that uphold a clear and cohesive framework, the text covers literacy learning in all stages of early childhood from infants and toddlers, to preschoolers and the early primary school years. As with the first edition, all chapters are written by academics with specific expertise, and address topical issues such as the intersections between language, ethnicity, ‘race’, gender, ability and class; partnerships between educators, families and communities; and visual, technological and commercial factors in young children’s literacy learning.

Popular features include:
- opening chapter abstracts
- children’s work samples, photos and transcripts
- reflection and follow-up boxes including a new Asian perspective
- comprehensive references.

About the editors
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