

To transfer 'learning stories' into literacy didactics

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Lifelong Learning Programme

Learning stories, (Carr, 2003)

- Enhance children's sense of themselves as capable individuals and competent learners
- Reflect the holistic way that children learn
- Reflect the reciprocal relationships between the child, teachers and the learning environment
- Involve parents and where appropriate to the extended family
- Document children's engagement in learning experiences.



Children's learning & development – a

holistic approach



- Feed-back important (documentation, verbal and non-verbal)
- Teachers share stories as well as feedback, and this enriches their noticing, recognising, and responding
- Children will in this way construct a new knowledge, by becoming curious, getting involved, persisting, communicating, and taking on responsibility.



- A changed perspective of knowledge, from knowledge as a question of quantity (knowing more or less) to knowledge as a question of quality, which means the ability to cooperate with others in new ways or to develop a more nuanced understanding of something.
- To acknowledge meaning-making as a social process that is communicative by nature.
- To recognize knowledge as subjective and as a process of discerning aspects of phenomena of relevance to different activities.



- Difficulties children experience in tests are more often of a communicative nature than a cognitive nature, which means that children and adults have different perspectives, and that children do not have a fair chance to express their knowledge.
- Instead, the understanding of the teacher and the understanding of the child have to be negotiated and coordinated.
- (Pramling Samuelsson, I. & Pramling, N. (2009). Children's perspectives as 'touch downs' in time: assessing and developing children's understanding simultaneously. *Early Child Development and Care*. 179(2), 205-216



Learning stories in a didactical perspective

- To focus on towards WHAT to develop children's knowledge and skills about (learning object)
- In literacy that could be:
 - - show interest to texts and logo's
 - - narrations, descriptions, and argumentation
 - - meta linguistic awareness
 - - emergent writing - graphic expressions
 - - emergent reading

| Interaction | Expressions | Structures | Graphic Symbols | Interpretation |
|--------------------|--------------------|-------------------------|------------------------|-----------------------|
| Communication | Vocabulary | Grammatical strategies | Drawing | Interest in reading |
| Attention | Narration | Awareness of language | Scribbling | Inference |
| Listening | Description | Phonological awareness | Letters | Logographic reading |
| Questions | Argumentation | Meta linguistic aspects | Writing | Orthographic reading |



EARLY YEARS TRANSITION PROGRAMME

The education of the child shall be directed to...
the development of the child's personality,
talents and mental and physical abilities
to their fullest potential.

United Nations Convention on the Rights of the Child (1989)

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