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DEVELOPING ACADEMIC LITERACIES – THE KEY TO TRANSITION

◎ How do we begin the conversation?

Our research

- researching transitioning students from Year 13 to first year tertiary study in seven low-mid decile schools in the Manawatu-Whanganui, Taranaki and Bay of Islands regions through a focus on academic literacy.

Who's involved

We adopted an action research model to research in situ, the transition experience.

- ⦿ The researchers
- ⦿ Secondary teachers from seven schools
- ⦿ Peer mentors
- ⦿ Secondary school students
- ⦿ First year tertiary teachers

The academic literacy gap

- ⦿ Independent learning
- ⦿ Reading and writing
- ⦿ Information literacy

At the heart of the gap: Fundamental misunderstandings across sectors

- Tertiary teachers have very little understanding of NCEA or the recent standards realignment
- Secondary teachers have little understanding of the digital nature of tertiary study, increased IL demands, and range of assessment genres

Is NCEA to blame?

- ⦿ Tensions within schools to satisfy a competitive market environment
- ⦿ High levels of credentialisation
- ⦿ NCEA is not an information literacy curriculum
- ⦿ NCEA is not primarily a gatekeeper for the universities
- ⦿ NCEA has multiple roles (academic, vocational, and life skills)

Are the teachers to blame?

- Multiple pressures to pass students
- More technocratic approach to learning emphasised product over process
- Culture of measurability and accountability

Fundamental misunderstanding of the nature and significance of literacy

- Literacy lies at the heart of learning and knowledge building.
- But teachers see literacy learning as **additional** to content instruction
- Therefore, text continues to play an archival or summative role in developing content knowledge, rather than being a learning tool for building content knowledge

The shift: literacy is central to pedagogy

- ⦿ We need to see literacy as a pedagogic approach to disciplinary instruction.
- ⦿ We, as teachers, need to understand ourselves as readers and writers.
- ⦿ We need to put literacy at the heart of the curriculum.

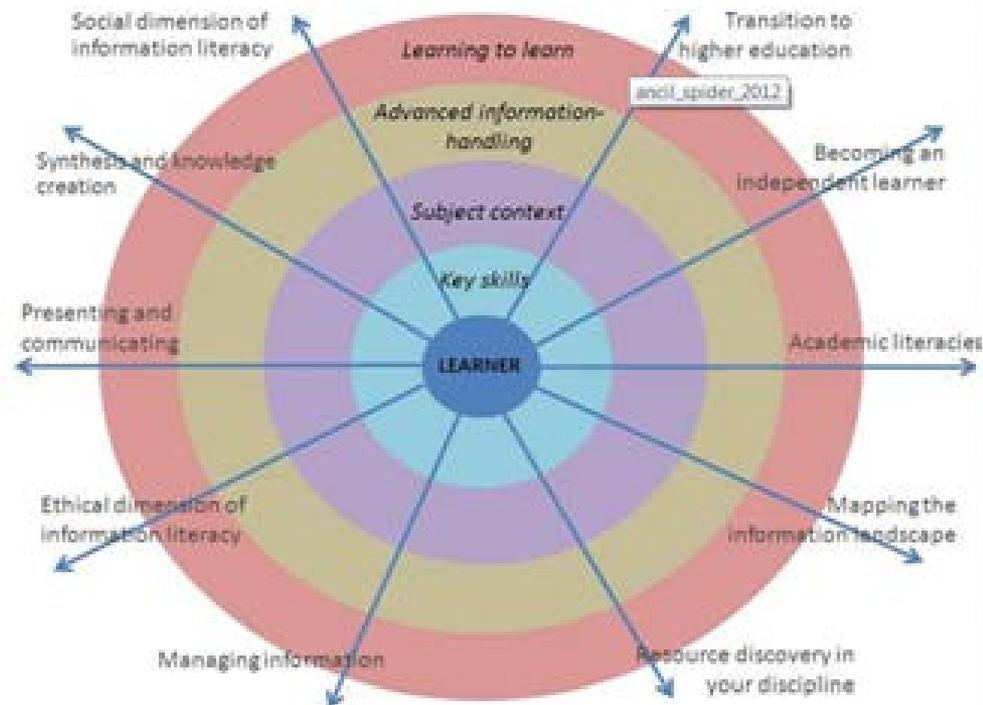
Where to from here? Starting the conversation

- Between secondary and tertiary teachers
- Between secondary students and the tertiary environment
- Between secondary students and tertiary students
- Engaging the tertiary sector with the academic literacy transition

Where to from here? NCEA through a different lens

- The Project has adopted ANCIL - A New Curriculum for Information Literacy (Secker & Coonan, 2013) to reinterpret Achievement Standards and NCEA as an enabler of academic literacy and information skills.

IL as a Continuum – Four Seasons Pizza



<http://newcurriculum.wordpress.com/2012/03/30/four-seasons-pizza/>

Where to from here? Resourcing the teachers

- Trial resources based on the ANCIL framework (Feebery, Emerson & Kilpin, 2014).

Conclusions

- ◎ Literacy is the key to effective transition
- ◎ It is time to build the conversation between secondary and tertiary teachers – and between the two sectors.