Creative Pedagogies for At Risk Adolescents in Alternative Education Settings

Cheryl Livock
Queensland University of Technology
Brisbane, Australia
“Schools face new contexts and conditions for pedagogy.”

This statement is especially applicable to a growing number of alternative schools targeting at risk adolescents.
The National Reporting System (NRS)

**Context**

- **Level 1**
  - Write: simple sentence, basic forms
  - Read: newspaper difficult

- **Level 2**
  - Write: compound sentences
  - Read: newspaper / not fully understand

- **Level 3**
  - Write: complex sentences, 2-3 paragraphs
  - Read & fully understand newspaper

- **Level 4**
  - Write: 3+ paragraphs, well constructed, abstract ideas & terminology, genres related to social and cultural contexts
  - Read: several sources, distinguish fact from opinion, infer purpose

---

**FOR MORE INFO...**

The International Adult Literacy Survey’s (IALS) continuum of five literacy/numeracy standards (Statistics Canada, 2003)

---

**Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005**
### Table 1 – Alternative Education Sites’ Programs

<table>
<thead>
<tr>
<th>Alternative Education Sites</th>
<th>Regional TAFE, Qld (large coastal region)</th>
<th>Rural Flexi School, Qld (small mountain town)</th>
<th>Suburban TAFE, Qld (suburban capital)</th>
<th>Alternate Education Centre, Qld (rural city)</th>
<th>GED Program, Texas, USA (rural city)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td>Language, Literacy &amp; Numeracy Program [LLNP]</td>
<td>Brisbane School of Distance Education</td>
<td>Cert I Vocational Access for Youth at Risk</td>
<td>Individual Programs</td>
<td>General Education Development exam</td>
</tr>
<tr>
<td><strong>Learning ... Theories / Focus</strong></td>
<td>Gaining Employment OR Access to further Training</td>
<td>Gaining a High School Education to Year 10 level [Year 12 available]</td>
<td>Gaining Employment OR Access to further Training</td>
<td>Glasser’s … Choice Theory &amp; Quality World. Students choosing to include learning and acceptable behaviours in their Quality World.</td>
<td>Blooms Taxonomy – hierarchy of cognitive tasks Gaining the equivalent of a basic High School education</td>
</tr>
<tr>
<td><strong>Program’s Literacy Outcome</strong></td>
<td>Achieve NRS LEVEL 3 literacy</td>
<td>Gain Year 10 statement of attainment (NRS 4)</td>
<td>Achieve NRS LEVEL 3 literacy</td>
<td>a) Skills to participate in a mainstream class AND OR b) Able to fill out forms, read &amp; understand basic printed material (NRS 1)</td>
<td>Literacy proficiency to Pass the Year 12 equivalent exam in 5 subject areas</td>
</tr>
<tr>
<td><strong>Main Literacy Focus</strong></td>
<td>Oral and written literacy associated with gaining employment and the workplace</td>
<td>Year level Queensland English curriculum, OR Vocational /Daily Life focussed literacy booklets</td>
<td>Oral and written assessment tasks based on real life tasks, chosen democratically by students</td>
<td>1) Reading daily to students 2) Activities based on students’ interests, “seizing the moment”</td>
<td>Reading &amp; Written literacy tasks associated with business and traditional literature [GED] Oral/powerpoint presentations [CENTRE BASED]</td>
</tr>
<tr>
<td><strong>Resources Used</strong></td>
<td>TAFE – teacher developed workbooks and worksheets, daily newspapers, computers, internet, note pads.</td>
<td>Brisbane School of Distance Education - workbooks, note pads, online computer learning &amp; research. TAFE course materials.</td>
<td>TAFE – Teacher developed materials. Student research in library, on internet, phonebooks, newspapers and community networks.</td>
<td>Teacher developed material based on individual student needs. Computer programs – typing, maths and spelling</td>
<td>Packets of worksheets photocopied from GED textbooks, computers, powerpoint &amp; graphics software, internet as a research tool.</td>
</tr>
</tbody>
</table>
Regional TAFE

Context

5 Case Study Sites

NATIONAL REPORTING SYSTEM - NRS

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

- **Program**
  - Language, Literacy & Numeracy Program [LLNP]

- **Learning ... Theories / Focus**
  - Gaining Employment OR Access to further Training

- **Program’s Literacy Outcome**
  - Achieve NRS LEVEL 3 literacy

- **Main Literacy Focus**
  - Oral and written literacy associated with gaining employment and the workplace

- **Resources Used**
  - TAFE – teacher developed workbooks and worksheets, daily newspapers, computers, internet, note pads.
GED Program Texas

Context

- **Program**
  - General Education Development exam

- **Learning ... Theories / Focus**
  - Blooms Taxonomy – hierarchy of cognitive tasks
    Gaining the equivalent of a basic High School education

- **Program’s Literacy Outcome**
  - Literacy proficiency to Pass the Year 12 equivalent exam in 5 subject areas

- **Main Literacy Focus**
  - Reading & Written literacy tasks associated with business and traditional literature [GED]
  - Oral/power point presentations [CENTRE BASED]

- **Resources Used**
  - Packets of worksheets photocopied from GED textbooks, computers, power point & graphics software, internet as a research tool.

Documents

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
Suburban TAFE

Context

- Program
  - Cert I Vocational Access for Youth at Risk

- Learning ... Theories / Focus
  - Gaining Employment OR Access to further Training

- Program’s Literacy Outcome
  - Achieve NRS LEVEL 3 literacy

- Main Literacy Focus
  - Oral and written assessment tasks based on real life tasks, chosen democratically by students

- Resources Used
  - TAFE – Teacher developed materials.
  - Student research in library, on internet, phonebooks, newspapers and community networks.

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
Alternative Education Centre

**Context**

- National Reporting System - NRS
- 5 Case Study Sites
- Language Models
- Pedagogical Models
- Two Analysis Models

**Program**
- Individual Programs

**Learning ... Theories / Focus**
- Glasser’s Choice Theory & Quality World.
- Students choosing to include learning and acceptable behaviours in their Quality World.

**Program’s Literacy Outcome**
- Skills to participate in a mainstream class AND/OR
- Able to fill out forms, read & understand basic printed material (NRS 1)

**Main Literacy Focus**
- Reading daily to students
- Activities based on students’ interests, “seizing the moment”

**Resources Used**
- Teacher developed material based on individual student needs.
- Computer programs – typing, maths and spelling

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
Rural Flexi School

**Context**

- **National Reporting System - NRS**
- **5 Case Study Sites**
- **Language Models**
- **Pedagogical Models**
- **Two Analysis Models**

**Program**
- Brisbane School of Distance Education

**Learning … Theories / Focus**
- Gaining a High School Education to Year 10 level [Year 12 available]

**Program’s Literacy Outcome**
- Gain Year 10 statement of attainment (NRS 4)

**Main Literacy Focus**
- Year level Queensland English curriculum, or
- Vocational / Daily Life focussed literacy booklets

**Resources Used**
- Brisbane School of Distance Education - workbooks, note pads, online computer learning & research.
- TAFE course materials.

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
Context

4 Case Study Sites

NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

**LANGUAGE MODELS**

- **Four resources model:**
  Code breakers; text participants; text users; text analysis

- **3D model of literacy practice:**
  Operational dimension; cultural dimension; critical dimension

- **Multiliteracies design modes:**
  Linguistic design; visual design; audio design; gestural design; spatial design; multimodal design

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
**PEDAGOGICAL MODELS**

- **Multiliteracies** four components of pedagogy:
  - Situated Practice
  - Overt Instruction
  - Critical Framing
  - Transformed Practice (Cope & Kalantzis, 2000, p.7)

- **New Basics Project**, *Productive Pedagogies*:
  - Four dimensions of practice

**PRODUCTIVE PEDAGOGIES MODEL**

Language & Pedagogical Models

TABLE 2 – LANGUAGE & PEDAGOGICAL MODELS

<table>
<thead>
<tr>
<th>Language Model:</th>
<th>4 RESOURCES MODEL (Freebody, 2004; Santoro, 2004)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Code Breakers (decoders / functional skills)</td>
<td>C heck</td>
</tr>
<tr>
<td>i) Graphophonic decoding</td>
<td>i) Stated / unstated patterns of meanings …</td>
</tr>
<tr>
<td>ii) Punctuation / formatting conventions</td>
<td>ii) Genres’ socio-cultural expectations</td>
</tr>
<tr>
<td>2. Text Participants (readers, listeners / comprehension skills)</td>
<td>C heck</td>
</tr>
<tr>
<td>i) Stated / unstated patterns of meanings …</td>
<td>i) Genres’ form / function</td>
</tr>
<tr>
<td>ii) Genres’ conventions &amp; components</td>
<td>ii) How author positions reader</td>
</tr>
<tr>
<td>3. Text Users (writers, speakers / discourse &amp; genre skills)</td>
<td>C heck</td>
</tr>
<tr>
<td>ii) Genres’ conventions &amp; components</td>
<td>iii) How gaps, silences, missing points of view – constrain &amp; influence reader</td>
</tr>
<tr>
<td>4. Text Analysis (analysers / critical literacy skills)</td>
<td>C heck</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Intellectual Quality (depth of knowledge)</th>
<th>Connected-ness (student knowledge to a widening community knowledge)</th>
<th>Supportive Classroom Environment (student ownership, behaviours, teacher scaffolding)</th>
<th>Recognition of Difference (belonging and cultural/social inclusivity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Higher Order Thinking</td>
<td>i) Knowledge Integration</td>
<td>i) Student Control</td>
<td>i) Cultural Knowledge</td>
</tr>
<tr>
<td>ii) Deep Knowledge</td>
<td>ii) Background Knowledge</td>
<td>ii) Social Support</td>
<td>ii) Inclusivity</td>
</tr>
<tr>
<td>iii) Deep Understanding</td>
<td>iii) Connected-ness to the World</td>
<td>iii) Engagement</td>
<td>iii) Narrative</td>
</tr>
<tr>
<td>v) Knowledge as problematic</td>
<td>v) Self-regulation</td>
<td>v) Citizenship</td>
<td></td>
</tr>
<tr>
<td>vi) Metalanguage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 3: Composite Literacy Assessment Model-abbreviated

**FLEXI SCHOOL STUDENT: JOHN**

#### Language Model:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Code Breakers</td>
<td>2/2</td>
<td>2. Text Participants</td>
<td>3/4</td>
</tr>
<tr>
<td>i) decoding</td>
<td>✓</td>
<td>i) patterns of meanings</td>
<td>X</td>
</tr>
<tr>
<td>ii) grammar</td>
<td>✓</td>
<td>- vocabulary</td>
<td>✓</td>
</tr>
</tbody>
</table>

3. Text Users

| i) Genres’ form / function | ✓ |
| ii) Genres’ socio-cultural expectations | ✓ |

4. Text Analysis

| i) bias | ✓ |
| ii) author positions reader | X |
| iii) gaps, constrain influence | X |

#### Pedagogical Model:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual Quality</td>
<td>1/6</td>
<td>2. Connectedness</td>
<td>3/4</td>
</tr>
<tr>
<td>i) Thinking</td>
<td>X</td>
<td>i) KLAs integration</td>
<td>X</td>
</tr>
<tr>
<td>ii) Knowledge</td>
<td>X</td>
<td>ii) Background K</td>
<td>✓</td>
</tr>
<tr>
<td>iii) Understand</td>
<td>X</td>
<td>iii) to the World</td>
<td>✓</td>
</tr>
<tr>
<td>iv) Substantive Talk</td>
<td>✓</td>
<td>iv) Problem based Curriculum</td>
<td>✓</td>
</tr>
<tr>
<td>v) Problematize</td>
<td>X</td>
<td>v) Self-regulation</td>
<td>X</td>
</tr>
<tr>
<td>vi) Metalanguage</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Supportive Classroom Environment

| i) Student Control | ✓ |
| ii) Social Support | ✓ |
| iii) Engagement | X |
| iv) Explicit performance criteria | ✓ |
| v) Self-regulation | ✓ |

4. Recognition of ...

| i) Culture | ✓ |
| ii) Inclusivity | ✓ |
| iii) Narrative | ✓ |
| iv) Group identity | ✓ |
| v) Citizenship | X |
Flexi School Student: John

**Context**

- **NATIONAL REPORTING SYSTEM - NRS**
- **5 Case Study Sites**
- **LANGUAGE MODELS**
- **PEDAGOGICAL MODELS**
- **TWO ANALYSIS MODELS**

**Documents**

**Implications & Insights**

- **Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005**

**At Risk Issues**

- **Accommodation**: At home youngest of 5 brothers, lived on a boat & moved around a lot
- **Disengaged from School**: had not attended school for 2 years [were ‘sort of’ doing distance ed from home]; past 2 years at the Flexi [2003 & 2004 / grades 8 & 9]; *POOR ON TASK BEHAVIOUR*

**Literacy**

- **NRS**: in 2004 had moved from NRS 1 to working within NRS 2
- **Adult literacy curriculum**: *English for Living*

**Language Model: 4 Resources Model**

- **Yes**: Code Breaker / Functional aspects of Text Participant & Text User
- **No**: Text Analysis
Flexi School Student: John

**Pedagogical Model: Productive Pedagogies...**

- **RECOGNITION OF DIFFERENCE:** John’s socio-economic ‘culture’ acknowledged and supported [breakfast provided; allowed to go ‘up town’ in breaks]

- **SUPPORTIVE CLASSROOM ENVIRONMENT:** Supplementary & student interest based learning activities; ‘Laid back’ constant encouragement of on-task behaviours; Explicit delivery of BSDE materials

- **CONNECTEDNESS:** Literacy tasks connected to student’s knowledge and grounded in solving real world problems

- **INTELLECTUAL QUALITY:** NO in-depth thinking, knowing, understanding required; SOME substantive talk regarding learning activities and what they entail

---

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
**RECOGNITION OF DIFFERENCE:**

**Context**

**NATIONAL REPORTING SYSTEM - NRS**

**5 Case Study Sites**

**LANGUAGE MODELS**

**PEDAGOGICAL MODELS**

**TWO ANALYSIS MODELS**

**Flexi Student: John**

**Flexi Student: Nicole**

**Implications & Insights**

**Documents**

- **CULTURAL KNOWLEDGE** – within the *curriculum* [Every day knowledge included eg “Born to Shop”]

- **INCLUSIVITY** - involved in *classroom activities*;
  [breakfast provided 3 times a week; “laid back” approach; a lot of “incidental” “unofficial” learning includes student’s interests – eg personalized number plates]

- **NARRATIVE / EXPOSITORY** - personal stories, *information* [staff & students sharing stories – describing how things work; local man demonstrated how to make & fly a model aeroplane]

- **GROUP IDENTITY** - group identities/sense of *community* [individual / flexi school identities –together in one large room]

- **ACTIVE CITIZENSHIP** – NO - democracy NOT taught and practiced within/without classroom

___

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005

John, back

SUPPORTIVE CLASSROOM ENVIRONMENT
SUPPORTIVE CLASSROOM ENVIRONMENT

Context

NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Implications & Insights

Documents

STUDENT CONTROL – student input/influence on classroom tasks [Supplementary & student interest based learning activities]

SOCIAL SUPPORT - teacher has high expectations for all students [teacher expressed belief John has ability to do well in life]

ENGAGEMENT - on task behaviour [BIGGEST PROBLEM - In spite of ['Laid back' constant encouragement of ON-TASK behaviours teacher said, “It’s hard work getting him to do work” ]

EXPRESS PERFORMANCE CRITERIA - frequent, detailed & specific statements about goals [Explicit expectation & teaching of BSDE materials]

SELF-REGULATION - no disruptive behaviour / little or no classroom 'disciplining' talk [BEING A 'SILLY LITTLE BOY' pursuing own interests and refusing to complete work]

Supportive Classroom Environment

- Student Control
  - Student input/influence on classroom tasks [Supplementary & student interest based learning activities]

- Social Support
  - Teacher has high expectations for all students [Teacher expressed belief John has ability to do well in life]

- Engagement
  - On task behaviour [Biggest problem - In spite of ‘Laid back’ constant encouragement of on-task behaviours, teacher said, “It’s hard work getting him to do work”]

- Explicit Performance Criteria
  - Frequent, detailed & specific statements about goals [Explicit expectation & teaching of BSDE materials]

- Self-Regulation
  - No disruptive behaviour / little or no classroom 'disciplining' talk [Being a 'Silly Little Boy' pursuing own interests and refusing to complete work]

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005
CONNECTEDNESS

Context

NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

- KLA’s INTEGRATION – connect two or more sets of subject area knowledge / blur subject boundaries [Not specifically taking place within the BSDE Literacy curriculum]

- STUDENT’S BACKGROUND KNOWLEDGE - students use their own prior cultural knowledge & previously developed skills [Earlier curriculum knowledge and student’s own ‘cultural’ knowledge drawn on in units with hierarchical skills building]

- CONNECTEDNESS TO THE WORLD - real world problem / student's personal experience [All assessment tasks were activities taking place in the ‘real world’ – eg writing cheques]

- PROBLEM BASED CURRICULUM - students given 'real' problems to solve [Assessment tasks included problems taking place in the ‘real world’ – eg interpreting a timetable to get to a destination]
INTELLECTUAL QUALITY

Context

NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

• HIGHER ORDER THINKING - ‘Critical' Thinking ... Not part of literacy curriculum & teaching

• DEEP KNOWLEDGE - operational fields covered in depth, detail & level of specificity ... Not part of literacy curriculum & teaching

• DEEP UNDERSTANDING - work and response of student provides evidence of depth of understanding of concepts or ideas ... Not part of literacy curriculum & teaching

• SUBSTANTIVE CONVERSATION - classroom talk leads to sustained conversational dialogue between students, and between teachers and students to create or negotiate understanding of subject matter

• KNOWLEDGE AS PROBLEMATIC - Not part of literacy curriculum & teaching

• METALANGUAGE – discourses of written and spoken texts ... Not part of literacy curriculum & teaching
TABLE 4: Composite Assessment Model-abbreviated
FLEXI SCHOOL STUDENT: NICOLE

<table>
<thead>
<tr>
<th>Language Model:</th>
<th>4 RESOURCES MODEL (Freebody, 2004; Santoro, 2004)</th>
<th>82%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Code Breakers</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>i) decoding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) grammar</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Text Participants</td>
<td>4/4</td>
<td></td>
</tr>
<tr>
<td>i) patterns of meanings …</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>- vocabulary</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>- clauses</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) Genres</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Text Users</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>i) Genres’ form / function</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) Genres’ socio-cultural expectations</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Text Analysis</td>
<td>1/3</td>
<td></td>
</tr>
<tr>
<td>i) bias</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) author positions reader</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>iii) gaps, constrain influence</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical Model:</th>
<th>PRODUCTIVE PEDAGOGIES (Ed Qld, 2001-2003)</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual Quality</td>
<td>4/6</td>
<td></td>
</tr>
<tr>
<td>i) Thinking</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ii) Knowledge</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iii) Understand</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iv) Substantive Talk</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>v) Problematize</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>vi) Metalanguage</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Connectedness [K = knowledge]</td>
<td>3/4</td>
<td></td>
</tr>
<tr>
<td>i) KLAs integration</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ii) Student’s background K</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iii) to the World</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iv) Problem based Environment</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Supportive Classroom Environment</td>
<td>3.5/5</td>
<td></td>
</tr>
<tr>
<td>i) Student Control</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) Social Support</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iii) Engagement</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>iv) Explicit Performance Criteria</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>v) Self-regulation</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>4. Recognition of Difference</td>
<td>4.5/5</td>
<td></td>
</tr>
<tr>
<td>i) Culture</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ii) Inclusivity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iii) Narrative Identity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>iv) Group Citizenship</td>
<td>½</td>
<td></td>
</tr>
</tbody>
</table>
Flexi School Student: Nicole

At Risk Issues
- Homelessness: independent, moved 8 times in 2004, lost workbooks
- Disengaged from School: had attended and dropped out of 3 high schools, needed to work

Literacy
- Core English Year 10: Average ‘B’ grade
- NRS 3: now working within NRS 4

Language Model: 4 Resources Model
- Yes: Functional skills / socially and culturally contextualise genres, determine their bias
- No: ideological or political positioning, gaps
Pedagogical Model: Productive Pedagogies …

- **RECOGNITION OF DIFFERENCE:** Nicole’s social & economic situation [allowances made for handing work in late: “not kicked out”]

- **SUPPORTIVE CLASSROOM ENVIRONMENT:** Sense of Belonging [kept her engaged in spite of personal circumstances]

- **CONNECTEDNESS:** Knowledge connected to Nicole’s own world and real world activities

- **INTELLECTUAL QUALITY:** Higher order Comprehension Skills taught [Critical Literacy not taught]
**RECOGNITION OF DIFFERENCE:**

- **CULTURAL KNOWLEDGE** — within the curriculum
  [identify with female character in *Strictly Ballroom*, cultural minority group, ‘tolerated by society’; *Z for Zachariah* rural youth involved in war in Australia, become ‘homeless’]

- **INCLUSIVITY** - involved in classroom activities;
  [article: interview/writing]

- **NARRATIVE / EXPOSITORY** - personal stories / reports
  [sharing stories – incidental learning]

- **GROUP IDENTITY** - group identities/sense of community
  [individual / flexi school identities – together in one large room]

- **ACTIVE CITIZENSHIP** - democracy taught and practiced within/without classroom
  [*Skills for Citizenship* unit ... the practicalities of the adult world: banking, renting, bonds, how to budget and write appropriate correspondence. No political critiquing, lobbying, voting]

---

Context

NATIONAL REPORTING SYSTEM - **NRS**

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005

Nicole, back

SUPPORTIVE CLASSROOM ENVIRONMENT
SUPPORTIVE CLASSROOM ENVIRONMENT

Context

- NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

- LANGUAGE MODELS

- PEDAGOGICAL MODELS

- TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

- STUDENT CONTROL — student input/influence on classroom tasks [Extra activities like writing an article for the affiliated high school magazine, allowed Nicole to have some control over her own learning, as she of her own initiative interviewed Flexi school participants and then wrote the article]

- SOCIAL SUPPORT - teacher has high expectations for all students [interviewed staff constantly expressed confidence in Nicole’s abilities]

- ENGAGEMENT - on task behaviour [submitted work but behind schedule]

- EXPLICIT PERFORMANCE CRITERIA - frequent, detailed & specific statements about goals [Nicole said written instructions wordy and not as explicit as they could be]

- SELF-REGULATION - no disruptive behaviour / little or no classroom 'disciplining' talk [Nicole admitted she needed to regulate her work output more ... “I’ve got to teach myself that, to stick to what I’m doing, just to concentrate on what I’m supposed to be doing. And home life is different to school life.”]
CONNECTEDNESS

Context

NATIONAL REPORTING SYSTEM - NRS

5 Case Study Sites

LANGUAGE MODELS

PEDAGOGICAL MODELS

TWO ANALYSIS MODELS

Flexi Student: John

Flexi Student: Nicole

Implications & Insights

Documents

Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005

1. KLA's INTEGRATION — connect two or more sets of subject area knowledge / blur subject boundaries [Not taking place within the BSDE English curriculum]

2. STUDENT'S BACKGROUND KNOWLEDGE - students use their own prior cultural knowledge & previously developed skills [Earlier curriculum knowledge and student’s own ‘cultural’ knowledge drawn on in units on newspapers, movies, book subject, poetry]

3. CONNECTEDNESS TO THE WORLD - real world problem / student's personal experience [All assessment tasks were activities taking place in the ‘real world’]

4. PROBLEM BASED CURRICULUM - students given 'real' problems to solve [All assessment tasks were problems taking place in the ‘real world’]
**INTELLECTUAL QUALITY**

**Context**

- **NATIONAL REPORTING SYSTEM - NRS**
- **NATIONAL REPORTING SYSTEM - NRS**
- **5 Case Study Sites**
- **LANGUAGE MODELS**
- **PEDAGOGICAL MODELS**
- **TWO ANALYSIS MODELS**

**Documents**

- **Flexi Student: John**
- **Flexi Student: Nicole**

**Implications & Insights**

- **HIGHER ORDER THINKING** - ‘Critical’ Thinking ... *No evidence*
  - thinking that manipulates information and ideas in ways that transform their meaning and implications; uncertain knowledge construction

- **DEEP KNOWLEDGE** - operational fields covered in depth, detail & level of specificity

- **DEEP UNDERSTANDING** - work and response of student provides evidence of depth of understanding of concepts or ideas

- **SUBSTANTIVE CONVERSATION** - classroom talk leads to sustained conversational dialogue between students, and between teachers and students to create or negotiate understanding of subject matter

- **KNOWLEDGE AS PROBLEMATIC** - *No evidence* of student critiquing and second-guessing texts, ideas and knowledge - subject to political, social and cultural influences and implications

- **METALANGUAGE** - explicit talk about talk and writing, about how written and spoken texts work, about their features, characteristics, patterns, genres and discourses *[visits by BSDE teachers & Flexi staff]*

**Cheryl Livock, QUT: Redesigning Pedagogies Conference, Singapore 2005**
Implications and Insights

- **Policy**
  - More than an economic agenda?

- **Practice**
  - Is it necessary to change practices?

- **Practitioners**
  - Constrained or enabled by the curriculum?
  - Sharing of knowledge?

- **Future research implications**
Related Documents

- **NRS**
  - Statistics Canada (2003). *International Adult Literacy Survey (IALS) - About the survey*. Ottawa, Canada: Minister of Industry. URL: http://www.statcan.ca/english/freepub/89-588-XIE/about.htm#1

- **PRODUCTIVE PEDAGOGIES MODEL**

- **4 RESOURCES MODEL**

- **CHERYL LIVOCK – FURTHER PAPERS**
  - Engaging At Risk Adolescents in Literacy Education at Alternative Education Sites in Queensland, Australia, 12th World Congress of Comparative Education Societies, Havana Cuba, October 2004.
  - What are the literacy practices that empower at risk adolescent students across several alternative education sites? QUT Education Faculty confirmation document for PhD candidature, 17 June, 2003.