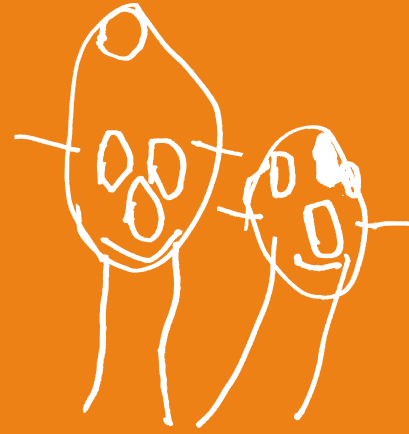


COMMUNICATION AND LITERACIES

Professional Support Document



COMMUNICATIVE PRACTICES

- Form relationships
- Learn conventions of their languages
- Extend ideas and take actions using language



MULTIMODAL LITERACIES

- Use a variety of sign systems
- Engage in multimodal meaning making



LITERATE IDENTITIES WITH/IN COMMUNITIES

- Co-construct literate identities
- Re-invent popular culture
- Use digital technologies

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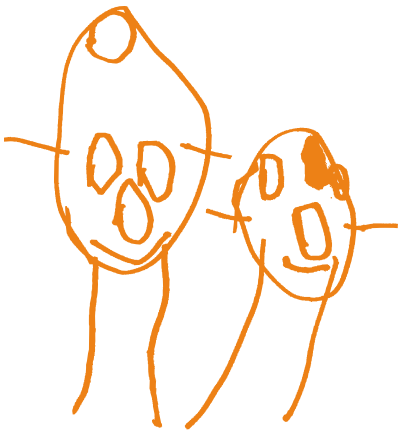
CONTRIBUTING CENTRES

We are inspired in our work by the commitment of early childhood educators throughout the province and by the children in their educational care.

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FREDERICTON YM-YWCA DAY CARE AND KIDDIES KOLLEGE
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GARDERIE LES AMIS DE JESSIE
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FOR THEIR CONTRIBUTIONS TO THIS CURRICULUM DOCUMENT.



COMMUNICATION AND LITERACIES



Children experience intellectually, socially, and culturally engaging environments where their communicative practices, languages, literacies, and literate identities are valued and supported.



Sounds, silences, pauses, gestures, movement, eye contact, and body language — our first modes of communication — stay with us throughout our lifetime. Children learn to express, represent, and interpret their feelings, ideas, and questions through *speaking, listening, reading, writing, dancing, singing, drawing, moving, and constructing*. They learn these wide ranging literacy practices through their interactions with others and within particular social and cultural contexts throughout their lives.

What it means to be literate changes over time and place and within and across cultures. Through their participation in various communities, children contribute to changes. In the twenty-first century, for example, technological innovations are shifting the meaning of being literate from a dominant focus on language and print to a multimodal literacies approach. *Multimodal literacies* involve the simultaneous use of the modes of image, print, gaze, gesture, movement, speech, and sound.

Children are active learners in the process of making meaning of their worlds. *Their creations and productions give insights into what they are thinking about, how they communicate, and their identities within various communities.* Children influence and are influenced by language and literacy practices in their home, neighborhoods, and wider communities. Their personal, social, and literate identities are co-constructed within a range of relationships.



USING THIS DOCUMENT

This support document accompanies the *New Brunswick Early Learning and Child Care Curriculum Framework — English*. Building on the values, goals, and intended learnings introduced in the *Framework*, additional ideas and suggestions for planning and practices are offered. This document presents possibilities, makes spaces for co-learning, and celebrates the work of New Brunswick early childhood educators who bring the *Framework* to life in their local centres. You will find examples that illustrate what some children and early childhood educators *have* done using the framework. These may inspire you or spark your own ideas — for there are many possibilities. We invite you to join us, and join each other, in the ongoing process of creating curriculum with and for our youngest children.



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Images of COMMUNICATION AND LITERACIES

Making meaning of the world is at the heart of communication, literacy and language. We are born into relationships, activities, and routines and it is through these relationships, activities, and routines that we learn to communicate and learn about life and living.

Different people, different materials, different events, and different environments allow babies and young children to call upon different forms of communication, different linguistic repertoires, and different conventions as they interact within their various communities.

Communities include the more local communities of home, family and friends, and the global community we interact with through television, video games, computers, travel, and a range of other texts. The characters and events of popular culture often act as an entry point for young children to explore their realities, fantasies, and ongoing understanding of love and loss, good and evil.



COMMUNICATION AND LITERACIES *As Cultural Practices*

Communication and literacies are deeply influenced by societal expectations, practices and beliefs. These wide-ranging cultural, racial, gendered, physical, spiritual, linguistic, social, and economic influences shape literacy practices. Engaging with babies and young children in their daily lives requires deep respect and knowledge of children's interests, communicative intentions, communicative patterns, and preferred modes of engaging with the world. Some examples of what this means in everyday living and learning include:

- Listening carefully to children, families and each other
- Co-learning using children's and educators' interests and curiosities
- Engaging children with various kinds of mark-making tools and various modes of communication
- Seeing the literacy possibilities in daily tasks around clean-up, snack, greetings and leaving rituals
- Making the most of local events, local places and local people for language and literacy learning
- Investigating home literacies unique to families such hunting, gardening or knitting
- Having extended conversations during meaningful routines and events
- Reading, writing, singing, dancing, and re-inventing many types of text using all modes of communication
- Challenging stereotypes in daily aspects of communication, language and literacy
- Using popular culture and digital technologies as a way to scaffold and deepen literacy learning



Madison

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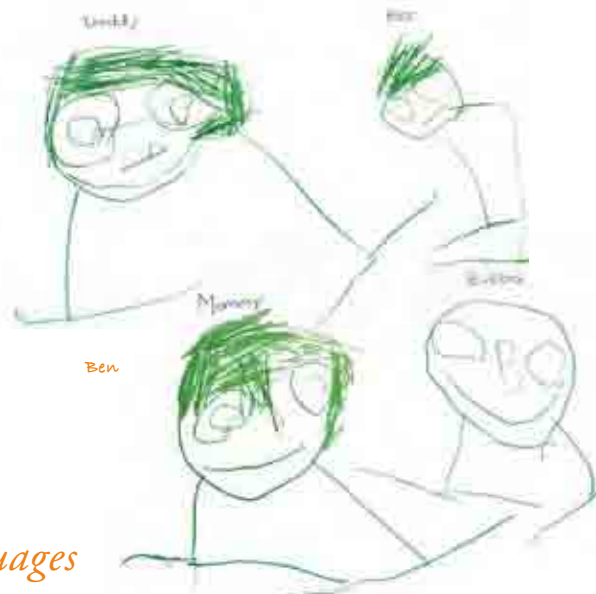
COMMUNICATION AND LITERACIES AT A GLANCE

COMMUNICATIVE PRACTICES

Form Relationships

Learn Conventions of Their Languages

Extend Ideas and Take Actions Using Language



Nina

- Recognizing and responding to human presence and touch
- Becoming attuned to rhyme, rhythm, pitch, tone, and vibrations
- Practicing and playing with sounds
- Initiating and responding to gestural and visual languages
- Growing in their understanding of the conventions of languages
 - Growing in their understanding of vocabulary
 - Developing confidence in using languages
 - Growing in their understanding of how others use languages
 - Experiencing and developing diverse linguistic repertoires
 - Using language to express thoughts, feelings, and ideas
 - Using language to make friends, to share materials, and to structure, negotiate, and create imaginary worlds
 - Using language to ask for help or information, to argue, persuade, clarify, celebrate, instruct, or to tell stories



Georgia



Colby

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MULTIMODAL LITERACIES

Use a Variety of Sign Systems
Engage in MultiModal Meaning Making

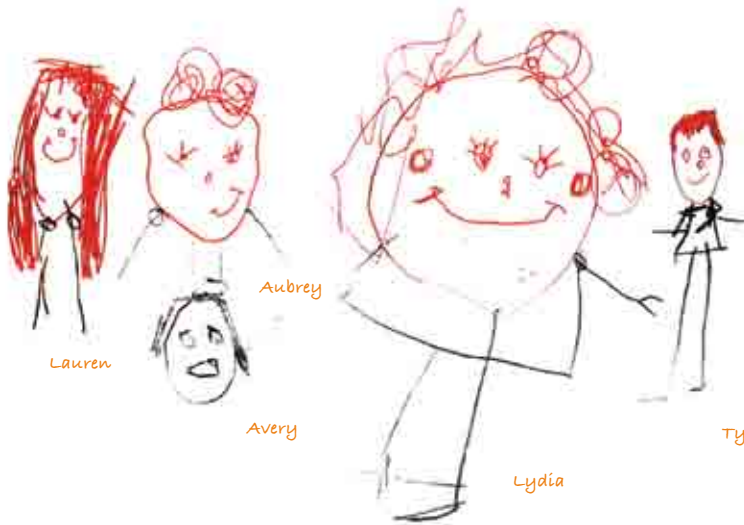
- Becoming familiar with the sign systems of language, music, math, art, and drama
- Engaging in multiple forms of representation
- Transforming knowledge from one mode to another
- Engaging with the symbols and practices of language
- Engaging with the symbols and practices of music
- Engaging with the symbols and practices of math
- Engaging with the symbols and practices of art
 - Engaging with the symbols and practices of drama



LITERATE IDENTITIES WITH/IN COMMUNITIES

Co-Construct Literate Identities
Re-invent Popular Culture
Use Digital Technologies

- Creating texts reflective of family, local, and global literacies
- Learning various local literacy practices within a range of communities
- Learning the uniquenesses and similarities of their family's literacies and those of others
- Transporting and transforming the literacies of popular culture from home into the centre
- Exploring various identities and characters embedded in popular culture
- Growing in their capacity to ask critical questions about stereotypes represented in popular culture
- Representing their experiences with technologies in everyday life
- Accessing and using digital technologies



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