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# ***Teaching with Heart: Literacy Strategies for Living and Learning***

Janet Towell – Florida Atlantic University

[Jtowell2@fau.edu](mailto:Jtowell2@fau.edu)

Joan Wink – California State University, Stanislaus

[jwink@csustan.edu](mailto:jwink@csustan.edu)

[www.JoanWink.com](http://www.JoanWink.com)

## **ALER, Association of Literacy Educators and Researchers**

Omaha, Nebraska, Hilton Omaha

Friday, November 5, 2010

1:30-2:30 PM (Room: Rome)

### **AGENDA**

#### **I. Welcome and introductions: Set the stage**

(Joan – Introduce the Benson kids)

[http://www.joanwink.com/cp4/cp4\\_pgs33-40.php](http://www.joanwink.com/cp4/cp4_pgs33-40.php)

#### **2. Objectives:**

- \* To demonstrate that human relations are at the heart of schooling (Cummins, 1996/2001, p. 1);
- \* To discuss the meaning of literacy promises between teachers and students;
- \* To emphasize the importance of establishing a community of learners in every elementary classroom;
- \* To have participants reflect on their own paths to literacy and how this impacts their current teaching philosophies.
- \* To focus on effective teaching and learning through presenting two visual literacy strategies: literacy spirals and autophotographies.

#### **3. Autophotographies**

“An autophotography is essentially a visual autobiography that is used to create a community of learners (Wink and Towell, 2008). This activity, developed by Dr. Joan Wink, was first used with a group of bilingual teachers in the Central Valley of California. It can take a week, a month, or a semester, depending on the purpose and context. The first step is for the teacher and students to get to know each other” (Towell, 2010, pages 66-67).

- 1) The teacher and student write 20 words in 12 minutes to answer the question: *Who am I?*
- 2) This is the photography phase when students are given disposable digital cameras to take home for a week.
- 3) Once the photos are developed and brought to class, students categorize them according to relevant cultural perspectives such as work, family, or play.

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- 4) Then students select photos to use as an outline for a narration of their own autophotography.
  - 5) Finally, students self-publish their life stories using pictures and words to depict their own unique world.

When we bring in the world of the student, what can be learned?  
(Joan – student/teacher examples)

#### **4. Literacy Spirals**

“A spiral is used to capture the idea that at any one time, our understandings are similar to a dot on a continuum of professional growth. The purpose of the spiral is twofold. First, a spiral provides something solid to grasp, as we reflect; and, second, the spiral demonstrates the continuum of learning and developing. For example, think of literacy: How did you learn to read?” (Wink & Wink, 2004, p. 1)

<http://www.joanwink.com/scheditems/spiral-handout.pdf>

February 2005

Janet will share examples of her students' spirals of literacy as well as her own.

#### **5. Activity**

The participants will reflect on their own paths to literacy and how this impacts their current teaching practice. Then they will create and share their own literacy spirals.

### **References**

Towell, J. (2010). *Hooked on books: Language arts and literature in elementary*

*classrooms, PreK-Grade 8*. Dubuque, IA: Kendall Hunt.

Wink, J., & Towell, J. (2008, July 18). *Living and learning: Holistic practices in*

*multilingual classrooms*. Unpublished lecture delivered at the 2008 Whole Language Umbrella, Tucson, Arizona.

Wink, J. (2011, 4/e). *Critical pedagogy: Notes from the real world*.

Upper Saddle River, NJ: Pearson Publishing.

Wink, J. & Wink, D. (2004). *Teaching passionately: What's love got to do with it?*

Boston, MA: Pearson, Inc.