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Literacy Out Loud: teachers valuing the voices of children

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How can daily classroom talk strategies contribute to creating vibrant classrooms with powerful communicators? This presentation will investigate that question in the context of action research by a teacher educator and a classroom teacher in a Grade 3-4 classroom in Northern Ontario, Canada.

Today's literacy learners need to be effective face-to-face communicators as well as critically literate users of technology. Our students need to be empowered as articulate oral communicators for healthy social relationships and for overall wellbeing. We explore how teachers can value and cultivate the voice of the child through vibrant classroom talk; a practice we term "literacy out loud".

The presentation will focus on two talk practices where children's voices are valued and thereby empowered: the daily community circle where literacy out loud begins and builds community; and literacy out loud in action which includes discussing and creating texts, with a focus on speaking for real world impact.

Campbell, T. & McMartin, M. (2017). Literacy Out Loud: Creating vibrant classrooms where talk is the springboard for all learning. Markham, On: Pembroke.