

Reading list

We leave you with some suggestions for reading – or rereading, we look forward to hearing what texts have been influential for you.

Barton, D 2002, *A social practice view of language, literacy and numeracy*, <http://www.education.ed.ac.uk/hce/ABE-seminars/papers/ABE1-DavidBarton.pdf>
Barton, D., 2006, Significance of a Social Practice View of Language, Literacy and Numeracy in *Adult Literacy, Numeracy and Language*, Open University Press, McGraw-Hill Education, Berkshire, England.
Barton, D., Hamilton, M. and Ivanic, R. (eds) 2000, *Situated Literacies*. Routledge, London.

Barton and his colleagues have done some wonderful work around the idea of literacy as situated social practice and made really overt the ways in which powerful literacies are privileged.

Brodkey, L 1986, Tropics of Literacy, *Journal of Education*, Vol 168, no 2, pp 47-54.

Brodkey reminds us of the importance of foregrounding students' hopes, dreams, tropes.

Freebody, P & Luke, A 2003, 'Literacy as engaging with new forms of life: The four 'roles' model', in G Bull & M Anstey, *The Literacy Lexicon*, 2nd edn, Pearson Education, Australia.

These Australian educators have been very influential in making explicit the work we need to do with text goes well beyond decoding.

Freire, P 2005, *Teachers as Cultural Workers Letters to Those Who Dare Teach*, expanded edition, Westview Press, Colorado.

Freire, P 1998, *Teachers as Cultural Workers Letters to Those Who Dare Teach*, Westview Press, Colorado.

Freire, P 1996, *Pedagogy of the Oppressed*, Penguin Books, London.

Freire, P and Macedo, D 1987, *Literacy: reading the word and the world*, Bergin and Garvey, South Hadley, Mass.

Freire, the father of Critical Literacy has given us so much in terms of understanding literacy as situated and dialogical, as well as a vehicle for either domestication or liberation.

Gee, J 1996, *Social Linguistics and literacies: Ideology in Discourses*, 2nd edition, Taylor and Francis, London.

Gee, J. and Lankshear, C. 1995, The New Work Order: critical language awareness and 'fast capitalism' texts. *Discourse: studies in the cultural politics of education*. vol.16, no.1, pp.5-19.

Gee's notion of Discourse with a capital D is fundamental of understanding (with a capital U!) literacies

Janks, H & Comber, B 2006, Critical Literacy across continents, in K Pahl, & J Rowsell *Travel Notes from the New Literacy Studies*, Multilingual Matters, Clevedon.

Janks in South Africa and Comber in South Australia have, together and separately, given us some inspiring examples of the way in which theory can be enacted in the classroom.

Mc Cormack, R 2011, Glossing and counter-glossing, *Fine Print*, vol.34, no.3, pp.11-18.
Northedge, A 2003, Rethinking Teaching in the Context of Diversity, *Teaching in Higher Education*, vol 8, no 1, pp17-32.

Northedge in the UK and Mc Cormack right here in Victoria give very clear examples of the explicit work we need to do to apprentice students into academic discourses. Mc Cormack also highlights what is at stake for students in terms of identity.

New London Group, 1996, A Pedagogy of Multiliteracies: Designing Social Futures, *Harvard Educational Review*, vol66, no 1, pp60-92.

The New London Group were the first to open up our understanding of literacy as multiple, in terms of both many literacies and multiple modes.

Street, B 1984, *Literacy in Theory and Practice*, Cambridge University Press, Cambridge.

We owe Street our understanding of literacy as inherently ideological.

And of course don't forget our very own *Fine Print*, year after year it has been giving us plenty of food for thought about this important nexus between theory and practice.