

Appendices

A collaborative self-study into the development and integration of critical literacy practices

Susan Sandretto and the Critical Literacy Research Team

Appendix A: List of transcripts 2006

Date	Teacher	Transcript type
2/03/06	L & C	Initial Interview (P1)
2/03/06	W, R & T	Initial Interview (P1)
2/03/06	E & P	Initial Interview (P1)
9/03/06	P & G	Initial Interview (P2)
9/03/06	J & R	Initial Interview (P2)
21/03/06	C	Guided reading lesson w/ critical literacy focus
21/03/06	L	Guided reading lesson w/ critical literacy focus
23/03/06	T	Guided reading lesson w/ critical literacy focus
23/03/06	R	Guided reading lesson w/ critical literacy focus
23/03/06	W	Guided reading lesson w/ critical literacy focus
29/03/06	J	Whole class social studies lesson
29/03/06	J- Focus group	Stimulated recall interview
29/03/06	P	Whole class social studies lesson
29/03/06	P- Focus group	Stimulated recall interview
30/03/06	E	Guided reading lesson w/ critical literacy focus
30/03/06	P	Guided reading lesson w/ critical literacy focus
30/03/06	G	Whole class social studies lesson
30/03/06	G- Focus group	Stimulated recall interview
31/03/06	R	Whole class social studies lesson
31/03/06	R- Focus group	Stimulated recall interview

4/05/06	Phase 1	Research team working day
4&5/05/06	Phase 1	Research team working day
5/05/06	Phase 1	Research team working day (tape 3)
11/05/06	Phase 2	Research team working day
12/05/06	Phase 2	Research team working day
31/05/06	J	Whole class lesson w/ critical literacy focus
31/05/06	J- Focus group	Stimulated recall interview
31/05/06	P	Whole class lesson w/ critical literacy focus
31/05/06	P- Focus group	Stimulated recall interview
1/06/06	L	Guided reading lesson w/ critical literacy focus
1/06/06	C	Guided reading lesson w/ critical literacy focus
7/06/06	T	Guided reading lesson w/ critical literacy focus
7/06/06	R	Guided reading lesson w/ critical literacy focus
7/06/06	W	Guided reading lesson w/ critical literacy focus
8/06/06	P	Guided reading lesson w/ critical literacy focus
8/06/06	E	Guided reading lesson w/ critical literacy focus
8/06/06	G	Whole class lesson w/ critical literacy focus
8/06/06	G- Focus group	Stimulated recall interview
8/06/06	R	Whole class lesson w/ critical literacy focus
8/06/06	R- Focus group	Stimulated recall interview
29/06/06	Phase 2	Research team working day
30/06/06	Phase 2	Research team working day
20/07/06	C	Guided reading lesson w/ critical literacy focus
20/07/06	L	Guided reading lesson w/ critical literacy focus

26/07/06	T	Guided reading lesson w/ critical literacy focus
26/07/06	R	Guided reading lesson w/ critical literacy focus
27/07/06	P	Guided reading lesson w/ critical literacy focus
27/07/06	E	Guided reading lesson w/ critical literacy focus
11/08/06	Phase 1	Research team working day
16/08/06	J	Whole class lesson w/ critical literacy focus
16/08/06	J- Focus group	Stimulated recall interview
16/08/06	P	Whole class lesson w/ critical literacy focus
16/08/06	P- Focus group	Stimulated recall interview
24/08/06	P	Guided reading lesson w/ critical literacy focus
24/08/06	P- Focus group	Stimulated recall interview
25/08/06	R	Guided reading lesson w/ critical literacy focus
25/08/06	R- Focus group	Stimulated recall interview
25/08/06	W	Guided reading lesson w/ critical literacy focus
25/08/06	W- Focus group	Stimulated recall interview
29/08/06	E	Guided reading lesson w/ critical literacy focus
29/08/06	E- Focus group	Stimulated recall interview
29/08/06	G	Whole class lesson w/ critical literacy focus
29/08/06	G- Focus group	Stimulated recall interview
29/08/06	R	Whole class lesson w/ critical literacy focus
29/08/06	R- Focus group	Stimulated recall interview
30/08/06	T	Guided reading lesson w/ critical literacy focus
30/08/06	T- Focus group	Stimulated recall interview
30/08/06	L	Guided reading lesson w/ critical literacy focus

30/08/06	L- Focus group	Stimulated recall interview
4/09/06	C	Guided reading lesson w/ critical literacy focus
4/09/06	C- Focus group	Stimulated recall interview
15/09/06	Phase 1	Research team working day
17/10/06	Phase 1	Research team working day
26/10/06a	Phase 1	Research team working day
26/10/06b		
27/10/06a	Phase 1	Research team working day
27/10/06b		
27/10/06c		
3/11/06a	Phase 2	Research team working day
3/11/06b		
3/11/06c		
6/11/06d	Phase 1	Research team working day
6/11/06	T, W & R	Exit Interview
6/11/06	C & L	Exit Interview
6/11/06	Peter Thorn & Elsie Boyens	Exit Interview
9/11/06a	Phase 2	Research team working day
9/11/06b		
10/11/06	R & J	Exit Interview
10/11/06	P & G	Exit Interview

Appendix B: List of transcripts 2007 – Phase 1

Date/File	Teacher	Transcript type
1/03/07a 1/03/07b 1/03/07c 1/03/07d		Research Team Working Day
8/03/07	G, P & T	Initial Interview
8/03/07	J & J	Initial Interview
15/03/07	G	Lesson
15/03/07a 15/03/07b	G	Stimulated Recall Interview
15/03/07	T	Lesson
15/03/07	T	Stimulated Recall Interview
20/03/07	P	Lesson
20/03/07	P	Stimulated Recall Interview
2/04/07	J	Lesson
2/04/07	J	Stimulated Recall Interview
3/04/07	J	Lesson
3/04/07	J	Stimulated Recall Interview

27/04/07a 27/04/07b 27/04/07c 27/04/07d 27/04/07e 27/04/07g 27/04/07h 27/04/07i 27/04/07j 27/04/07k 27/04/07l 27/04/07m 27/04/07n 27/04/07o		Research Team Working Day
30/04/07b 30/04/07c 30/04/07d 30/04/07e 30/04/07f 30/04/07g 30/04/07h 30/04/07i 30/04/07j 30/04/07k 30/04/07l 30/04/07m 30/04/07n 30/04/07o		Research Team Working Day
21/05/07	J	Lesson
21/05/07	J	Stimulated Recall Interview
22/05/07	P	Lesson
22/05/07	P	Stimulated Recall Interview

22/05/07	G	Lesson
22/05/07	G	Stimulated Recall Interview
22/05/07	J	Lesson
22/05/07	J	Stimulated Recall Interview
07/06/07	T	Lesson
07/06/07	T	Stimulated Recall Interview
28/06/07a 28/06/07b 28/06/07c		Research Team Working Day
29/06/07a 29/06/07b 29/06/07c 29/06/07d 29/06/07e		Research Team Working Day
23/07/07	J	Lesson
23/07/07	J	Stimulated Recall Interview
24/07/07	J	Lesson
24/07/07a 24/07/07b	J	Stimulated Recall Interview
26/07/07	T	Lesson
26/07/07	T	Stimulated Recall Interview
17/08/07a 17/08/07b 17/08/07c 17/08/07d 17/08/07e		Research Team Working Day
18/08/07a 18/08/07b		Research Team Working Day

10/09/07	J	Lesson
10/09/07	J	Stimulated Recall Interview
11/09/07	J	Lesson
11/09/07	J	Stimulated Recall Interview
20/09/07	T	Lesson
20/09/07	T	Stimulated Recall Interview
29/11/07a 29/11/07b 29/11/07c		Research Team Working Day
30/11/07b		Research Team Working Day
06/07	G & P	Exit Interview
30/11/07b	J, J & T	Exit Interview

Appendix C: List of transcripts 2007 – Phase 2

Date/File	Teacher	Transcript type
1/03/07	L & C	Initial Interview (P2)
1/03/07	W, R & T	Initial Interview (P2)
1/03/07	E & P	Initial Interview (P2)
1/03/07a 1/03/07b		Research Team Working Day
2/03/07a 2/03/07b 2/03/07c 2/03/07d 2/03/07e		Research Team Working Day
30/03/07	C	Lesson
30/03/07	C	Stimulated Recall Interview
3/04/07	W	Lesson
3/04/07	W	Stimulated Recall Interview
3/04/07	R	Lesson
3/04/07	R	Stimulated Recall Interview
5/04/07	L	Lesson
5/04/07a 5/04/07c	L	Stimulated Recall Interview
1/05/07	P	Lesson
1/05/07	P	Stimulated Recall Interview

1/05/07 1/05/07 Part2	E	Lesson
1/05/07	E	Stimulated Recall Interview
4/05/07	T	Lesson
4/05/07	T	Stimulated Recall Interview
31/05/07a 31/05/07b 31/05/07c 31/05/07d 31/05/07e 31/05/07f 31/05/07g 31/05/07h 31/05/07i 31/05/07j 31/05/07k		Research Team Working Day
1/06/07a 1/06/07b 1/06/07c 1/06/07d 1/06/07e 1/06/07f 1/06/07g 1/06/07h 1/06/07i		Research Team Working Day
18/06/07	L (no transcript- see S lesson & Stim Recall)	Lesson Stimulated Recall Interview
18/06/07	C	Lesson
18/06/07	C	Stimulated Recall Interview
19/06/07	P	Lesson
19/06/07	P	Stimulated Recall Interview

19/06/07	E	Lesson
19/06/07	E	Stimulated Recall Interview- missing file
20/06/07	S	Lesson
20/06/07a 20/06/07b	S	Stimulated Recall Interview
26/06/07	W	Lesson
26/06/07	W	Stimulated Recall Interview
26/06/07	R	Lesson
26/06/07	R	Stimulated Recall Interview
23/07/07	T	Lesson
23/07/07a 23/07/07b	T	Stimulated Recall Interview
30/07/07a 30/07/07b 30/07/07c		Research Team Working Day
31/07/07		Research Team Working Day
6/08/07	L	Lesson
6/08/07	L	Stimulated Recall Interview
6/08/07	C	Lesson
6/08/07	C	Stimulated Recall Interview
7/08/07	R	Lesson
7/08/07	R	Stimulated Recall Interview
7/08/07	W	Lesson
7/08/07	W	Stimulated Recall Interview
13/08/07	P	Lesson
13/08/07	P	Stimulated Recall Interview
13/08/07	E	Lesson

13/08/07	E	Stimulated Recall Interview
17/08/07	T	Lesson
17/08/07	T	Stimulated Recall Interview
17/09/07a 17/09/07b 17/09/07c 17/09/07d 17/09/07e		Research Team Working Day
26/11/07	R, W & T	Exit Interview
26/11/07	L & C	Exit Interview
26/11/07	P & E	Exit Interview
26/11/07		Research Team Working Day

Appendix D: Partnership Agreement

A collaborative self-study into the development and integration of critical literacy practices

Preamble

The purpose of this partnership agreement is to describe the nature of the partnership between the members of the research project *A collaborative self-study into the development and integration of critical literacy practices* and to outline the rights, roles, responsibilities and decision-making processes agreed to by the partners.¹

All team members have had opportunities for input into this partnership agreement:

East Taieri School- Principal: Jennifer Horgan, and Teachers: Rae Parker, Garth Powell, Peter Thorn and Elsie Boyens.

Port Chalmers School- Principal: Robyne Selbie; Teachers: Peta Hill, Jennie Upton, Clive Swale and Lisa Hansen.

Balaclava School- Principal: Sally Direen; Teachers: Wendy Lamond and Rosemary Coleman.

Brockville School- Principal: Ben Sincock; Teacher: Tui Quaqua

University of Otago- Researcher: Dr Susan Sandretto and Dr Karen Nairn, research mentor.

Principles:

This partnership agreement is based on:

- *respect* for each person involved and the unique knowledge, skills and experience they will bring to the project
- *commitment* to the conduct of the project according to ethical principles outlined in the University of Otago policy on Human Ethics
- *an ethic of care and respect* for the teachers and students participating in the project and for their individual school cultures and communities
- *commitment* from all partners to their responsibilities under the Treaty of Waitangi
- *commitment* from all partners to attend meetings, meet deadlines and carry out key tasks acknowledging that there may well be times when extra support is required to fulfil these demands.

¹ Adapted from Kane (2002) *Making sense of learning at secondary school*.

The key roles of the team members are:

- The **participating teachers** are responsible for implementing the collaboratively developed critical literacy strategies within the guided reading lessons (Phase 1) or integrated curricular units (Phase 2), critically reflecting on their professional practice, gathering assessment data on students, and contributing to the collaborative research design, data analysis, theorising and writing of the research findings according to their levels of comfort and expertise.
- The **principals** are responsible for acting as advisors and supporting the participating teachers in their schools.
- The **research mentor** will be responsible for critical feedback into the development of the research design, reviewing and contributing to milestone reports, and meeting once each term with the researchers for discussion of research progress.
- The **researcher** Susan Sandretto will be responsible for the overall management of the research project. She will be responsible for ensuring that deadlines are met and that open communication and regular contact enable all team members to have input into each phase of the project. Susan will liaise with NZCER and provide milestone and final reports. She will be responsible for effective and transparent management of the budget and related administration matters and ensuring that the research project meets all obligations as outlined in the University of Otago's contract with NZCER. Susan will be responsible for gaining ethical consent through the University of Otago's Human Ethics Committee.

In addition, Susan will be responsible for data collection through videotaped lessons, audiotaped individual interviews and group meetings. She will facilitate and organise group meetings, and support the participating teachers through regular contact and site visits. Susan will be responsible for coordinating the dissemination of the research results.

All partners will:

- contribute to the ongoing implementation of the research project according to their levels of comfort and expertise.
- discuss the Milestone Reports and opportunities for collaborative input will be assured prior to submission.
- have input into the interpretation and ongoing analysis of the emerging data through group meetings and opportunities for critique and feedback at significant stages.

Project Team Meetings:

Meetings of the project team will be held during each school term according to the research plan and project timeline. During these meetings, the research team will collaboratively develop the critical literacy strategies to be implemented, refine the research design and data collection methods, analyse the data, theorise and co-author the research results. The principals (advisors) and the research mentor will attend these meetings as appropriate. The advisors and research mentor will receive drafts of all milestone reports and have opportunities to contribute to the development of these.

Communication:

- Agendas and notes of scheduled meetings will be kept and distributed by email.
- The research team will maintain regular email contact through an email list used for updating members on progress of report, distributing draft reports for comment, etc.

Conflicts:

- There is *commitment* from all partners to open communication and the sharing of information. Should any conflicts arise in the course of this project they will be discussed within the group and resolved by consensus within the parameters of the contract negotiated with NZCER whenever possible.
- Members of the research team are able to seek the support and guidance of appropriate people within their school and/or University of Otago personnel in seeking to negotiate any issues that may arise.

Appendix E: Critical Literacy Research Team outputs

- Harford, J., Sandretto, S., Klenner, S., Brown, G., Graham, T., Maw, P., et al. (2007). *Integrating critical literacy strategies into media studies: Lessons from ongoing research*. Paper presented at the National Association of Media Educators of New Zealand (NAME) conference, Auckland.
- Sandretto, S., & Critical Literacy Research Team. (2006). Extending guided reading with critical literacy. *set: Research Information for Teachers*, 3, 23–28.
- Sandretto, S., & Critical Literacy Research Team. (2007). *Critical literacy*. Paper presented at the mini-conference of the New Zealand Reading Association (NZRA), Otago Branch, Dunedin.
- Sandretto, S., & Klenner, S. (2006). *A collaborative self-study into the development and integration of critical literacy practices: A focus on student voice*. Paper presented at the national conference of the New Zealand Association for Research in Education (NZARE), Rotorua.
- Sandretto, S., & Klenner, S. (2007a). *“I just feel like I don’t know where to go”: An examination of the use of dialogue in critical literacy pedagogy*. Paper presented at the Future Directions in Literacy: International Conversations conference, Sydney.
- Sandretto, S., & Klenner, S. (2007b). *Interrogating the use of dialogue in critical literacy pedagogy*. Paper presented at the national conference of the New Zealand Association for Research in Education (NZARE), Christchurch.
- Sandretto, S., & Klenner, S. (2007c). *“The reality of dealing with all of these differences”: Deconstructing a narrative of “inclusion”*. Paper presented at the 2nd International Conference on Language, Education, and Diversity, Hamilton, New Zealand.
- Sandretto, S., Klenner, S., Boyens, E., Thorn, P., Hansen, L., Swale, C., et al. (2006). *Integrating critical literacy strategies into guided reading lessons: Lessons from ongoing research*. Paper presented at the 30th national conference of the New Zealand Reading Association (NZRA), Bay of Islands.

- Sandretto, S., Klenner, S., Boyens, E., Thorn, P., Hansen, L., Swale, C., et al. (2007a). *Extending guided reading with critical literacy*. Paper presented at the annual conference of the New Zealand Reading Association (NZRA), New Plymouth.
- Sandretto, S., Klenner, S., Boyens, E., Thorn, P., Hansen, L., Swale, C., et al. (2007b). *Weaving critical literacy strategies into integrated curriculum..* Paper presented at the annual conference of the New Zealand Reading Association (NZRA), New Plymouth.
- Sandretto, S., Klenner, S., Parker, R., Powell, G., Hill, P., & Upton, J. (2006). *Weaving critical literacy strategies into integrated curriculum: Lessons from ongoing research*. Paper presented at the 30th national conference of the New Zealand Reading Association (NZRA), Bay of Islands.
- Sandretto, S., & Tilson, J. (2006). *Infusing critical literacy into teacher education: A teaching/research nexus case study*. Paper presented at the conference of the Teacher Education Forum of Aotearoa New Zealand (TEFANZ), Dunedin.
- Sandretto, S., Tilson, J., Hill, P., Howland, R., Parker, R., & Upton, J. (2006). *Collaborative self-study research on critical literacy practices: Research practices as texts*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco.
- Swale, C., & Critical Literacy Research Team. (2007). *Introduction to critical literacy*. Paper presented at the ULearn annual conference, Auckland.

Appendix F: Word bank of metalanguage

constructed
inclusion
exclusion
representation
stereotype
racism
gender issues
bias
text
viewpoint
equity
fairness
benefits
relevant
irrelevant
knowledge
experience
importance
interpretation
reality
interest
values
voice
difference
power
privilege
images
empathy

Appendix G: Critical literacy question cards

<p>What is this text about?</p> <p>How do we know?</p>	<p>Who would be most likely to read and/or view this text and why?</p>
<p>Why are we reading and/or viewing this text?</p>	<p>What does the composer of the text want us to know?</p>
<p>What is this text about?</p> <p>How do we know?</p>	<p>Who would be most likely to read and/or view this text and why?</p>
<p>Why are we reading and/or viewing this text?</p>	<p>What does the composer of the text want us to know?</p>
<p>What are the structures and features of the text?</p>	<p>What sort of genre does the text belong to?</p>

What do the images suggest?	What do the words suggest?
What kind of language is used in the text?	What kind of language is used in the text?
What are the structures and features of the text?	What sort of genre does the text belong to?
What do the images suggest?	What do the words suggest?

How are children, teenagers or young adults constructed in this text?	How are adults constructed in this text?
Why has the composer of the text represented the characters in a particular way?	Why has the composer of the text represented the characters in a particular way?

How are children, teenagers or young adults constructed in this text?	How are adults constructed in this text?
Why has the composer of the text represented the characters in a particular way?	Why has the composer of the text represented the characters in a particular way?

What is this text about? How do we know?	Who would be most likely to read and/or view this text and why?
Why are we reading and/or viewing this text?	What does the composer of the text want us to know?
What is this text about? How do we know?	Who would be most likely to read and/or view this text and why?
Why are we reading and/or viewing this text?	What does the composer of the text want us to know?

Appendix H: Critical literacy lesson plan template

Title and level of text
Rationale for selection of text
Link to critical literacy poster/definition
Questions to elicit student discussion
Metalanguage
Reflections on the lesson

Appendix I: Rubric for assessment

Coversheet: Critical Literacy Rubric

Underpinning principles (philosophy)

- All texts are social constructions. (Thus, this point on poster is not directly assessed).
- Critical literacy is a cumulative set of critical thinking strategies/skills that will be developed and enhanced over a number of years; and practised over a lifetime.
- Critical literacy is about supporting students to become aware of multiple interpretations.

Assessment design

- pre-/post-test design
- ‘snapshot’ of students’ critical thinking
- supplements running record and/or STAR data
- to be used with small groups in a guided reading lesson
- in some circumstances the teacher may elect to conduct an individual assessment
- teacher may elect to use as a self- or peer-assessment tool

Purpose

- pre-test is to inform teaching and learning
- post-test is to gauge progress and next-step learning

Task development (responsibility of teacher)

1. Lessons used with rubric have been developed for the purpose of CL assessment.

2. Provide as many opportunities as possible for students to articulate their thinking and achieve each aspect of critical literacy.
3. Allow for wait-time during questioning and use neutral responses to student answers.
4. Use follow-up questions such as ‘Why do you think that?’ or ‘Can you explain further?’ or ‘What makes you think that?’ or ‘Explain your thinking’ to provide an opportunity for students to justify their responses or scaffold.
5. In order to assess all five areas, multiple lessons will be necessary. (In an ideal world assessment would be completed within a fortnight.)
6. Attach copy of CL lesson plan templates.

Level of performance

With support

Student is able to demonstrate aspect of critical literacy with teacher prompting and/or scaffolding.

Identifies

Student is able to state, list, or record with regard to critical literacy aspect, but does not provide justification even when prompted.

Justifies

Student is able to rationalise, explain, or debate with regard to critical literacy aspect with or without prompting.

Expectations

Age of the student and exposure to critical literacy will be among the many factors in determining the level of performance. We caution teachers to avoid viewing the assessment rubric as the sole indicator of the student’s overall achievement and growth in critical literacy. It is intended as part of a larger programme of formative and summative assessment.

Link to poster	Criteria The student is able to recognise:	With support	Identifies List State Record	Justifies Explain Debate “Because . . .”	Independent e.g., able to apply to multiple texts without prompting
All readers have different knowledge and experiences that they bring to texts	links between text and personal experience/knowledge				
Readers will make sense of texts differently	multiple viewpoints				
People make choices about who and/or what is included so some things and/or people may be excluded	incidences of in/exclusion in the text				
Choices are made about how things and/or people are represented	how people/animals/topic are represented in the text				
We can develop an awareness of how texts influence our thoughts and actions	influence of text on his/her thinking				

Appendix J: Critical literacy self-assessment tool

Scale	1	2	3	4	5
	Not so much			Very much so	

For each statement, rate yourself and provide an example from the text you just read.

1. I am able to make links between the text and my personal experiences.

Give an example:

2. I am able to identify multiple viewpoints.

Give an example:

3. I am able to identify incidences of inclusion (or exclusion).

Give an example:

4. I am able to discuss how people/animals/topic are represented in the text.

Give an example:

5. I am able to discuss the influence the text has had on my thinking.

Give an example:

Appendix K: Stimulated Recall Interview schedule

1. What do you think were the key points in today's lesson? (What did you learn about critical literacy today?)
2. Are there words you did not know in today's lesson? Are there 'glossary' words or critical literacy words that you are now more familiar with?
3. What does critical literacy mean to you?
4. What is a text?
5. Why do you think we're doing critical literacy?
6. What did the teacher do today that helped you learn about critical literacy?
7. How confident are you to express your own point of view when it is different to that of the teacher (or the majority of the class)?
8. If you were the teacher, what would you do to help students learn about critical literacy?
9. (Critical literacy questions): Select one question and tell us why it is a good fit for this text.

Appendix L: Criteria for video analysis

Criteria for Video Analysis: Promoting Open Dialogue

Teachers seeking to promote open dialogue in critical literacy lessons:

1. Treat students as having important understandings and contributions for discussion. Student questions are considered significant initiation points for discussion.
2. Encourage and develop multiple perspectives rather than consensus interpretations.
3. Encourage and explicitly guide students to add on to the ideas of other students in what are sometimes termed uptake or follow-ons.
4. Allow time for developing understanding and engaging in discussion.
5. Emphasise the use of authentic teacher questions which do not have a pre-specified answer.
6. Model the idea of taking a position and expressing opinions appropriately, including a willingness to reposition themselves as nonexperts and genuine participants.
7. Seek to balance explicit teaching and student-directed discussion.

Appendix M: Student voice template

Name _____ Date _____

Reflections on SRI	Potential change	What changed?