

# To transfer 'learning stories' into literacy didactics

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# Learning stories, (Carr, 2003)

- Enhance children's sense of themselves as capable individuals and competent learners
- Reflect the holistic way that children learn
- Reflect the reciprocal relationships between the child, teachers and the learning environment
- Involve parents and where appropriate to the extended family
- Document children's engagement in learning experiences.



# Children's learning & development – a

## holistic approach



- Feed-back important (documentation, verbal and non-verbal)
- Teachers share stories as well as feedback, and this enriches their noticing, recognising, and responding
- Children will in this way construct a new knowledge, by becoming curious, getting involved, persisting, communicating, and taking on responsibility.



- A changed perspective of knowledge, from knowledge as a question of quantity (knowing more or less) to knowledge as a question of quality, which means the ability to cooperate with others in new ways or to develop a more nuanced understanding of something.
- To acknowledge meaning-making as a social process that is communicative by nature.
- To recognize knowledge as subjective and as a process of discerning aspects of phenomena of relevance to different activities.



- Difficulties children experience in tests are more often of a communicative nature than a cognitive nature, which means that children and adults have different perspectives, and that children do not have a fair chance to express their knowledge.
- Instead, the understanding of the teacher and the understanding of the child have to be negotiated and coordinated.
- (Pramling Samuelsson, I. & Pramling, N. (2009). Children's perspectives as 'touch downs' in time: assessing and developing children's understanding simultaneously. *Early Child Development and Care*. 179(2), 205-216



# Learning stories in a didactical perspective

- To focus on towards WHAT to develop children's knowledge and skills about (learning object)
- In literacy that could be:
  - - show interest to texts and logo's
  - - narrations, descriptions, and argumentation
  - - meta linguistic awareness
  - - emergent writing - graphic expressions
  - - emergent reading

<b>Interaction</b>	<b>Expressions</b>	<b>Structures</b>	<b>Graphic Symbols</b>	<b>Interpretation</b>
Communication	Vocabulary	Grammatical strategies	Drawing	Interest in reading
Attention	Narration	Awareness of language	Scribbling	Inference
Listening	Description	Phonological awareness	Letters	Logographic reading
Questions	Argumentation	Meta linguistic aspects	Writing	Orthographic reading



# EARLY YEARS TRANSITION PROGRAMME

The education of the child shall be directed to...  
the development of the child's personality,  
talents and mental and physical abilities  
to their fullest potential.

*United Nations Convention on the Rights of the Child (1989)*

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