

QATESOL PD

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Critical literacy involves understanding how texts can inform, misinform, disinform, shape identities, construct knowledge and privilege some forms of knowledge over others. This is paramount in our interconnected world with complex forms of text production and dissemination, and increasing threats to democracy and equity. Critical literacy has perhaps never been more relevant.

English teachers in high schools are in a unique position with a curriculum mandate to equip learners with critical reading and viewing practices. This sets learners up for possibilities a-plenty to be “text savvy” when reading in and out of school. In this presentation, I will present key findings from the ARC-funded research I have been conducting in Brisbane high schools about how EAL/D teachers teach **critical literacy**, and what their students do with critical literacy out of school.

I will also demonstrate how to use the *Critical Insights Cards* developed through a co-design methodology process with Year 10 refugee-background youth learning English, in collaboration with Griffith Design school. Through contemporary, student-initiated designs, the cards provide engaging, stimulating prompts designed to get high school age learners thinking deeply about what they read, how texts are constructed, what messages



might be portrayed, and how they can read with critical agency, especially at home. Based in the research literature, and readily linkable to the Australian Curriculum: English and other learning areas such as HASS and Science, the cards provide an innovate way of interacting with the world. They cultivate critical reading as everyday practice to create a new world of possibilities for young adult readers. Free download of the digital cards will be made available. **These cards are suitable for use in primary schools, high schools and the adult AMEP/TAFE/ELICOS sector.**