

Communities of practice. Literacy and young Deaf children

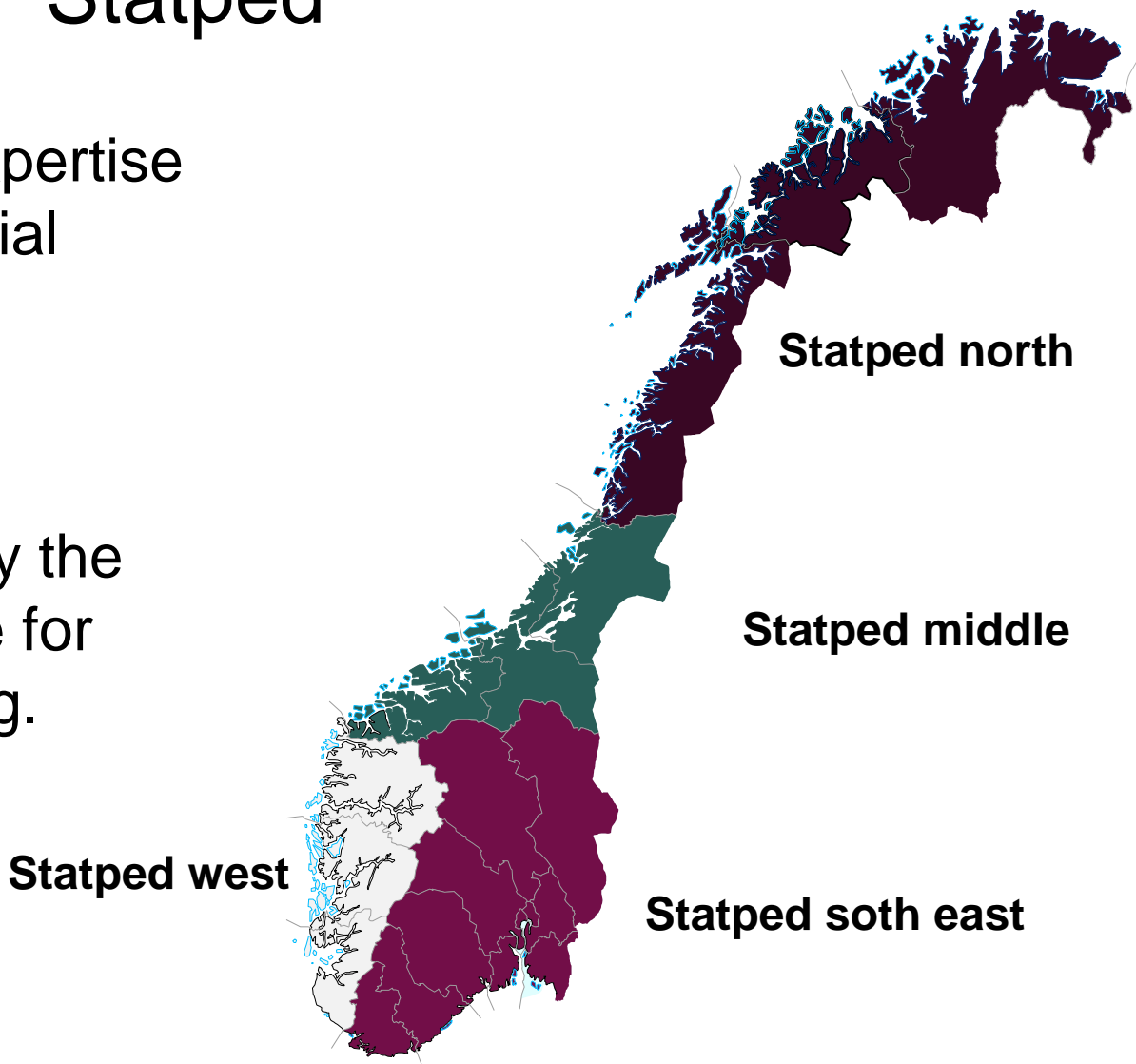
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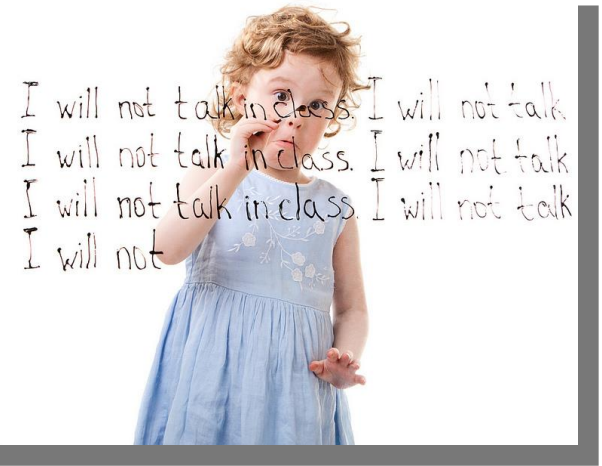
A national centre of expertise within the field of special education

Statped is managed by the Norwegian Directorate for Education and Training.



Six specific areas

- ▶ Hearing impairment
- ▶ Visual impairment
- ▶ Deaf-blindness/combined sensor loss
- ▶ Language and speech difficulties
- ▶ Acquired brain injury
- ▶ Learning difficulties



Provide a multidisciplinary profile between these disciplines.

In Norway

- ▶ Newborn screening
- ▶ Cochlear implants
- ▶ Sociocultural perspective on learning
- ▶ Inclusion
 - ▶ Mainstream schools
 - ▶ Co-enrollment settings
 - ▶ Bimodal, bilingual education

Deaf children and literacy

- ▶ Lag behind their hearing peers as a group
- ▶ The gap increases with age
- ▶ Why?
 - ▶ Numerous of explanations

Literacy as social practice

- ▶ Children`s literacy learning is a joint construction by the participants in literacy events.
- ▶ Literacy development start early
- ▶ Early language skills promote literacy learning later in school.

Communities of practice.

- ▶ Introduced by Lave and Wenger (1991)
- ▶ Importance of belonging to a social community, not only being in the same place.
 - ▶ Engage in joint activities and communication
 - ▶ Sharing information and building relationships

The aim of the study

To develop knowledge about literacy practices for young deaf children in a preschool setting

and in particular

identify what may impact on deaf children's possibility for participation and learning in literacy events with deaf and hearing children

Findings

- ▶ Deaf children did not interact and participate in significant literacy events in the way that their hearing peers did.
- ▶ Teacher-assigned literacy events were more accessible than others.
- ▶ Taking part in multiparty talk,- a challenge

- ▶ Communication practices and values
- ▶ Sign language competence among the staff
- ▶ Knowledge about deaf children educational needs
- ▶ Institutional constrains and conditions

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Communications practices and values

- ▶ Same educational setting but different goals for deaf and hearing children
- ▶ Predominance of spoken language

Sign language competence among the staff

- ▶ Formal competence in sign language was not required for new staff.
- ▶ In Norway there are few qualified teachers that are both trained in teaching deaf preschool children and in sign language.

Knowledge about deaf children`s educational needs

- ▶ Visual oriented communication
- ▶ Theoretically aware, but when it came to daily practice the staff often forgot this important aspect.

Institutional constraints and conditions

- ▶ Schoolification of preschools
- ▶ The term indicates more teacher assigned activities, more formal learning activities and less time for activities initiated by the children and for play.

Future research

- ▶ How do we develop preschools settings where all young children have the opportunity to participate and interact in significant literacy events; events which may promote language and literacy learning?
- ▶ How should an educational setting be structured so all children may participate in a shared social, academic and communicative environment

Articles

- ▶ Kristoffersen, A.E., & Simonsen, E. (2016) Communities of Practice: Literacy and Deaf Children. *Journal of Deafness & Educational International* 18 (3)141-150.
- ▶ Kristoffersen, A.E., & Simonsen, E. (2014). Teacher – assigned literacy events in a bimodal, bilingual preschool with deaf and hearing children. *Journal of Early Childhood Literacy* 14(1) 80-104
- ▶ Kristoffersen, A.E., & Simonsen, E. (2014). Exploring Letters in a bimodal, bilingual Nursery School with Deaf and Hearing Children. *European Early Childhood Education Research Journal* DOI:10.1080/1350293X.2014.969082

Thank you for your attention!

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