Position Paper 4: Transforming Literacy Education

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To transform teaching literacy in various levels of educational environment isn't easy; it requires observation, subject matter practicum, data collection, the ability and a willingness to "think outside of the box" and to take on alternatives and challenges while preserving the status quo of integrity, and consistent efforts in close examinations on literacy topics being discussed and taught in corresponding educational environments. The guiding materials of this week consist of topics such as the vibrant and dynamic Hip Hop pedagogy, gender and critical social discussions, and urban schooling and partnerships – these are tangible practices in real-life instructions and pedagogies which are an unfolding of what we mean when we talk about the transformation and the elevation of literacy education.

Generally speaking, the pedagogy of literacy, arguably at any education and age level, is some sort of a **civil defense and immunization**; educators of literacy are expected to not only teach students/mentees the fundamental skills of reading and reading comprehension and writing skills, but also impress upon them core ideas such as **literacy serves for the civilizations of peoples** and that languages are a mediation tool for which we should **strive for living up our lives with the positive leverage of them**. As we propose any change and or migration of pedagogical practices, we want to make sure they are coherent with such perspective.

In parallel, it is good for literacy pedagogy **interventions to embrace uniformity**. Disciplines such as history, sociology, psychology and so on have their associated methodologies, just like clinical practices – as elaborated in Ladson-Billings' chapter in the Paris and Alim's book (2017) – we can summarize similarities in any/all of these disciplines, acknowledging the fact that literacy is the tool for general communication, and leverage them as an inclusion of foundations in our instructions.