

# Community of Practice Manifesto - Working Document

## March 2020

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### **The Context (We believe ...)**

- humans are life-long Learning Beings
- literacy transforms lives and enables engagement in the pursuit of fundamental economic, social, civil, political, and cultural rights.

### **The Vision (We exist ...)**

- to promote literacy as a fundamental tool for life-long learning, self-advocacy, and self-determination
- to acknowledge and share best practices and their contextual challenges
- to foster dialogues on literacy

Therefore we seek through our collective wisdom and a shared good sense indispensable to creative dialogue to,

- 'promote literacy as an essential prerequisite tool to set off excellence in all walks
- promote literacy as a tool enabling people to discover and realize the vision they have for themselves
- change mindsets to create change makers through reading

### **The Challenge (The world of learning we see ...)**

- makes "traditional literacy" a fundamental need (a right) that enables "other" literacies (like digital literacy, or media literacy) to be achieved?
- is a competency driven functional world where the ability to read and process information is indispensable
- calls us to explore, recognise and celebrate the diversity of languages, cultures, species, and divergent thinking

## **The Assertion (Our community is uniquely qualified to...)**

- promote meaningful conversation, research and sharing of ideas around literacy concepts, practices
- develop pedagogy based on both known and emerging literacy concepts, practices, etc.
- advocate for investment and support for literacy efforts across the globe.
- critically question prescribed knowledge on literacy concepts, practices, etc.

## **The Promise (The Way Forward ...)**

- acknowledge the evolving role of literacy
- commit to an engagement with the various known best practices and/or innovations so as to continue to promote literacy
- promote literacy (and educational approaches) that foster the development of confident and competent learners who take ownership of their learning experiences and that value learner-centered approaches