**ETL212: Teaching Literacy**

**1: Overview and What is Literacy?**

**Learning Outcomes**

On completion of this unit students should be able to:

1. Discuss a range of understandings of literacy, texts and meaning-making systems
2. Discuss the relationship between reading and writing in the construction of meaning
3. Demonstrate a capacity to design a balanced literacy program
4. Analyse literacy teaching across the curriculum
5. Evaluate the role of assessment in literacy teaching/learning

**Task 1: Which of the outcomes above are DECLARATIVE? (ie are to do with what you will KNOW or be able to tell someone about)**

**Which ones are PROCEDURAL (ie things you’ll be able to do at the end of the unit)**

**Assessment Tasks**

**Task 1: Case Study of a Learner: 1000 words**

In consultation with their teacher, write a case study of a learner where a comprehensive assessment of literacy abilities is undertaken and described. Identify and justify strategies to develop literacy in this learner, with reference to current theory.

**Task 2: Select a Text: 600 words**

Select a suitable text for a specific teaching and learning outcome, with explicit attention given to critical and deep literacy, the student cohort, and providing full justification for selection decisions. Write a persuasive essay that convinces your reader of the suitability of this text for the learning outcomes you want to achieve.

**So What IS Literacy? (and how does it link to ‘communication’ ETL111)**

**What is Text?**

**What is a Multimodal Text?**

|  |  |
| --- | --- |
| **Possible Elements of Multimodal Text**   * Language * Audio (sound) * Space (location and layout) * Visual * Gestural (physical body movements) | **Your examples** |

**What do the Curriculum Documents Say?**

**The Australian Curriculum:**  English aims to ensure that students:

1. learn to [listen](http://www.australiancurriculum.edu.au/Glossary?a=E&t=listen) to, [read](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read), [view](http://www.australiancurriculum.edu.au/Glossary?a=E&t=view), [speak](http://www.australiancurriculum.edu.au/Glossary?a=E&t=speak), [write](http://www.australiancurriculum.edu.au/Glossary?a=E&t=write), [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) and reflect on increasingly complex and sophisticated spoken, written and [multimodal texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=multimodal+texts) across a growing range of [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) with accuracy, fluency and purpose
2. appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
3. understand how [Standard Australian English](http://www.australiancurriculum.edu.au/Glossary?a=E&t=Standard+Australian+English) works in its spoken and written forms and in combination with non-linguistic forms of communication to [create](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create) meaning
4. develop interest and skills in inquiring into the [aesthetic](http://www.australiancurriculum.edu.au/Glossary?a=E&t=aesthetic) aspects of [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts), and develop an informed [appreciation](http://www.australiancurriculum.edu.au/Glossary?a=E&t=appreciation) of literature.

<http://www.australiancurriculum.edu.au/English/Aims>

* Which of the 4 aims is the one you most expected to see?
* Any aims that surprise you?
* Which aim is targeted most in your classroom?

**NTCF:** The overall objective of the English Learning Area is to develop knowledge about English language, literature and literacy that can be successfully applied in authentic and increasingly complex settings. Based on the national Statements of Learning, the aims of the English Learning Area are for learners to develop:

|  |  |
| --- | --- |
| **Language and Literature**   * knowledge of the ways texts and language vary according to context, purpose, audience and content, and the ability to apply this knowledge * a sound grasp of language forms and features and textual structures, and the capacity to apply these to the interpretation and construction of texts * knowledge of the qualities of language and ideas that contribute to the enjoyment of increasingly complex texts * knowledge of the ways in which texts may be interpreted and constructed according to cultural, social and personal backgrounds and contexts * the capacity to construct and to critically interpret spoken, written, visual and multimodal texts * a broad knowledge of a range of literature and other texts, including multimodal texts. | **Literacy**   * the capacity to understand and compose spoken and written English texts fluently, effectively, creatively and critically * the capacity to speak, listen, read, view and write effectively and confidently to make meaning in a wide range of contexts * the capacity to use information and communication technologies in the construction of texts and the capacity to interpret and critically analyse texts created and published through information and communication technologies * the capacity to use texts to make sense of one’s world, to broaden and promote shared cultural understandings, to exercise judgement and responsibility in matters of morality, ethics and social justice, and to prepare one for lifelong learning. |

http://www.det.nt.gov.au/\_\_data/assets/pdf\_file/0003/2379/english\_introduction.pdf

**1. What is the main difference in the NTCF, between the Language and Literature section and the Literacy section? (clue: think in terms of Declarative and Procedural Knowledge)**

**2. What do you think is the biggest challenge teachers face at LACEC in teaching literacy?**