## Course Title: TCHE2434 Planning for Literacy Development

<table>
<thead>
<tr>
<th>College</th>
<th>Design and Social Context</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>Education</td>
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<tr>
<td><strong>Course Title</strong></td>
<td>Planning for Literacy Development</td>
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<tr>
<td><strong>Career</strong></td>
<td>Postgraduate</td>
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<tr>
<td><strong>Credit Points</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Pre-requisite Courses and Assumed Knowledge and Capabilities</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

### Course Description
This course extends your knowledge about what constitutes language and literacy. It includes a work integrated learning experience in which your knowledge and skills will be applied and assessed in a real or simulated workplace context. You will examine your powerful role as a researcher assessing literacy learning with one student in Prep – Year 6, and use data from peers’ research to plan for the literacy learning of a small group of learners. You will also learn what literature you can draw upon in planning for literacy with current government initiatives in Victoria and programs across Australia as guides.

### Learning Outcomes
Upon successful completion of this course, you will be able to:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>AITSL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extend knowledge and critical assessment of contemporary issues and current programs in literacy</td>
</tr>
<tr>
<td>2</td>
<td>Evaluate and compare suitable teaching strategies for literacy learning, curriculum materials and assessment practices for a range of teaching contexts</td>
</tr>
<tr>
<td>3</td>
<td>Apply research skills to analysing a child’s literacy and to theories underpinning contemporary approaches to language and literacy education, in particular, reading and writing</td>
</tr>
<tr>
<td>4</td>
<td>Assess the impact that information communication technology (ICT) has on literacy learning; fundamental research and critical literacy skills in processing information</td>
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</tbody>
</table>

### Program Learning Outcomes:
In this course you will develop the following program learning outcomes:

- Critically analyse and apply educational research to your professional practice, demonstrating inclusive, learner-focused, evidence-based teaching.
- Consolidate and synthesise expert content and pedagogical knowledge and judgement to develop highly effective and innovative teaching skills in an area of specialisation.
- Demonstrate a capacity for critically reflective practice including social, environmental and cultural professional awareness in both local and global contexts.
- Communicate and engage professionally and ethically with students, colleagues, parents, carers and education stakeholders from diverse backgrounds.
- Show commitment to ongoing professional learning, particularly in relation to meeting the Australian Graduate Standards for Teachers.
Primary Learning Mode

Face to face and online

Details of Offering

Coordinator

To be confirmed

Additional Staff

Contact Details

To be confirmed

Overview of Learning Activities

Your learning in this course will involve a range of face-to-face and online activities including lectures, workshops, practical activities, individual tasks, collaborative group work, discussion and individual reflection.

Details of Learning Activities

To successfully complete this course you will need to participate in tutorials and other learning events. You will need to complete regular weekly learning tasks that may involve online activities, reading broadly, analysing video material and case studies, reporting critically on set questions, researching course topics, and completing prescribed assessment tasks.

You are required to be proactive and self-directed in your learning, asking questions of your lecturer and/or peers and seeking out information as required, especially from the numerous sources available through the RMIT library, and through links and material specific to this course that is available through myRMIT Studies Course Site.

You will also be required to actively and effectively engage with peers in collaborative problem solving activities and other forms of group work.

Teaching Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic/s</th>
<th>Assessment</th>
<th>AITSL Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1 Module 1</td>
<td>Challenges for literacy teaching at Years Foundation to 6 Change in literacy demands - Expanded repertoire of literacy practices (reading to learn) - Greater emphasis on critical engagement with increasingly sophisticated, multimodal texts - Catering for diversity - Making explicit links through literacy to the four capabilities in the Victorian Curriculum F–10 • Critical and Creative Thinking • Ethical • Intercultural • Personal and Social</td>
<td>1.1, 1.2, 1.5, 2.1, 2.5</td>
<td></td>
</tr>
<tr>
<td>Session 2 Module 2</td>
<td>Assessing Reading • Build on the understanding of the reading process and the strategies students use to read for meaning - 4 cueing system - Four resources model (Luke &amp;</td>
<td></td>
<td>1.2, 2.1, 2.2, 2.5, 5.1, 5.4</td>
</tr>
</tbody>
</table>
- Develop your understanding of a range diagnostic assessment tools for literacy at this level
- Develop an in-depth understanding diagnostic assessment tools that may be used with struggling readers.

### Session 3
**Module 3**
**Online Lecture:**
Teaching comprehension

Understanding the importance of engaged readers who are motivated to understand

- as thoughtful readers
- making reflective, critical judgements about texts
- asking questions of themselves, authors and the texts as they read – before, during and after reading

Understanding the demands of and strategies for assessing comprehension in years 3 to 6 and the importance of explicit teaching a range of strategies.

Examining the work of Harvey & Goudvis, Chris Tovani

### Session 4
**Module 4**
**Engaging readers**

Examining how international literacy test PISA defines engagement

- Interest in reading – disposition to read literature and information texts for enjoyment and the satisfaction of curiosity.
- Perceived autonomy – perceived control and self-direction of one’s reading activities, choices and behaviours.
- Social interaction – social goals for reading and interactive competence.
- Reading practices – behavioural engagement, which refers to the amount and types of reading activities.

Understanding the range of reading pleasures (Nodelman & Riemer, 2004)

Understanding the importance of the choice and exploration of rich texts

**References:**
- Freebody, 1997
- Harvey & Goudvis
- Chris Tovani
- Nodelman & Riemer, 2004
(Lorraine MacDonald, 2017)

<table>
<thead>
<tr>
<th>Session 5 Module 5</th>
<th>Speaking and listening</th>
<th>AT1 due</th>
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<tbody>
<tr>
<td></td>
<td>Examining the importance of the link between speaking and listening the other modes of English in developing competent literacy users</td>
<td>1.1, 1.2, 2.5</td>
</tr>
<tr>
<td></td>
<td>Examining the theories of James Gee (2004) on the importance ‘home literacies’ and of ‘early language ability’ as a predictor of future success in literacy. (4th Grade slump)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 6 Module 6</th>
<th>Writing: Supporting students as authors</th>
<th>2.1, 2.5</th>
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<tbody>
<tr>
<td></td>
<td>- Understanding writing as a social practice</td>
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<td></td>
<td>- Considering the role of theorists Donald Graves and Ralph Fletcher</td>
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<tr>
<td></td>
<td>- Examining the role of Writer’s Notebook in developing writers and their understanding of differing purposes and audiences for writing (genres)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 7 Module 7</th>
<th>Writing Genres: Purpose, structure and linguistic features.</th>
<th>2.1, 2.5</th>
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<tr>
<td></td>
<td>Examining the evolvement of the Genre Theory</td>
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<td></td>
<td>Grammatical demands</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 8 Module 8</th>
<th>Curriculum Literacies</th>
<th>1.3, 1.5, 2.1, 2.5</th>
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<tbody>
<tr>
<td></td>
<td>- Examine the range of literacies and learning requirements for different curriculum domains in upper primary school.</td>
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<td></td>
<td>- Consider how these need to be developed for diverse learners including those from differing cultural and language backgrounds.</td>
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<tr>
<td></td>
<td>- Explore the explicit teaching of discipline literacies.</td>
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<tr>
<td></td>
<td>● text and linguistic structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● language demands (technical vocabulary) of discipline literacies</td>
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<tr>
<td></td>
<td>- Examine the inquiry approach and the role of discipline literacy in of written, visual, symbolic, graphic and multimodal texts and the interconnectedness of the learning areas.</td>
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</tr>
</tbody>
</table>
Session 9  
Module 9  
Multimodal texts and multiliteracies pedagogy  
- Examining the influence of ‘The New London Group’ Kalantzis & Cope on the development of multiliteracies theory and ‘new literacies’  
- Introducing the semiotic codes in comprehending a range of multimodal texts including still and moving images suitable for 3-6  
- Consider the influence of Jon Callow in developing multiliteracies.  
- Practising the Four Roles of the reader, particularly text analyst to examining texts such as advertisements.

Session 10  
Module 10  
The literacy classroom: A balanced approach  
Reflection on the key elements of the two literacy courses and the PX experiences. How do these elements contribute to a balanced approach to literacy?  
What does ‘a balanced approach’ look like in a literacy classroom?  
What will be some of the ‘non-negotiables’ in terms of resources, strategies and behaviours in your literacy classrooms?  
What resources are available for ongoing professional learning in literacy teaching?  
AT2 due

Overview of Learning Resources  
RMIT University will support your access to learning resources for this course. Readings from current educational literature will be provided through your online course site and will be drawn from highly regarded academic journals, books and conferences as well as reports, websites and other online resources.

The University Library provides extensive scholarly resources to supplement your suggested readings and research and is able to request books or articles from any library in the world. Guides to the literature in your discipline area are available from http://rmit.libguides.com/sb.php?subject_id=67929

Assistance with referencing and avoiding plagiarism is available here http://www1.rmit.edu.au/library/referencing

The Library and the Study and Learning Centre are also on hand to support and assist in the development of your academic skills to make best use of such resources within your academic studies. http://www1.rmit.edu.au/library

Other Resources  
You are encouraged to broaden your knowledge of course topics by reading widely, including academic journals and online information available through professional associations related to your program of study. The following additional resources will support and broaden your learning in this course:

- **Set Text:** Winch, G, Johnston, R.R., March, P., Ljungdahl, L., Holliday, M.,


Primary English Teaching Association Australia.


Primary English Teaching Association Australia.


**Journals**

*Australian Journal of Education*

*Australian Journal of Language and Literacy*

*Children’s Literature in Education*

*Education and Society*

*Harvard Education Review*

*Horn Book Magazine*

*Journal of Educational Research*

*Journal of Literacy Research*

*Language Arts*

*The Lion and the Unicorn*
Overview of Assessment

You will be assessed on how well you meet the course learning outcomes and on your development against the program learning outcomes.

Assessment may include reports, projects and presentations, individually and in groups. Assessment will cover both theoretical and practical aspects of your learning.

There are 2 assessment tasks:
Feedback will be given on all assessment tasks. If you have a long term medical condition and/or disability it may be possible to negotiate to vary aspects of the learning or assessment methods. You can contact the program manager or the Equitable Learning Services if you would like to find out more.

Your course assessment conforms to RMIT assessment principles, regulations, policies, procedures and instructions which are available for review online: http://www.rmit.edu.au/students/assessment

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**Assessment Tasks**

There are two assessment tasks for this course.

### Assessment Task 1

**Title:** Learning Needs Assessment and Reporting

**Due date**

Due date: Week 5  11.59pm

**Weighting**

Word count: equivalent to 2000 words, 50%

**Learning outcomes**

CLO1 Extend knowledge and critical assessment of contemporary issues and current programs in literacy.

CLO3 Apply research skills to analyse a child’s literacy learning and to explore the theories underpinning contemporary approaches to language and literacy education, in particular reading and viewing and writing.

CLO4 Assess the impact that information communication technology (ICT) has on literacy learning, fundamental research and critical literacy skills in processing information.

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**Task**

This task is designed for you to assess the reading and viewing and writing or oral language needs of an individual student in grades 3 to 6. You will choose one area of literacy to focus on.

You will select a student at the start of the semester and obtain a permission form signed by the child and a parent, guardian or caregiver. This permission form (signed) must be included as an appendix with the name of the child and caregiver covered.

Your assessment and achievement record keeping strategies of the student’s needs will be informed by current reading/writing/oral language theories and practices, the Victorian Curriculum F to 10, and the identification of appropriate assessment and reporting strategies.

This assessment will be presented as a report.
Rationale

Teachers need to know the students in their classes in some detail in order to make connections between what they already know and what they need to learn next. Assessment data and its analysis allow teachers to identify the child’s literacy needs.

AITSL Graduate Standards Assessed/Practised

<table>
<thead>
<tr>
<th>AITSL standards</th>
<th>Explanation of how this task relates to the AITSL standards</th>
<th>Standard Practised</th>
<th>Standard Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2, 1.3,</td>
<td>This task requires knowledge of research into primary aged students’ learning and literacy development. It requires understanding of diverse learners’ developmental, linguistic, cultural, religious and socioeconomic backgrounds and their associated strengths and needs relevant to their literacy development.</td>
<td></td>
<td>er</td>
</tr>
<tr>
<td>5.1, 5.4</td>
<td>The task necessitates an ability to accurately assess the needs of a particular learner based on detailed interpretation of data and to design appropriate assessment tasks to enhance the learners’ literacy development.</td>
<td></td>
<td>er</td>
</tr>
</tbody>
</table>

Details

1. **Background information about the literacy learner including attitudes and interests.**

Introduce this section by providing a rationale for this task and stating why this information is important to obtain. Use a pseudonym for the learner (to protect child’s identity).

Include pertinent background information and how it helps to inform understanding of the literacy learner (outside home and school activities). For example, reading and writing likes and dislikes, behaviours, feelings about self as a reader/writer/speaker and listener.

2. **Reading and viewing/writing/oral language assessment**

Identify which assessment strategies you have chosen and why these are appropriate for your learner at this stage of their literacy development.

3. **Conclusion:** Conclude the assessment with a critical reflection on the child as a reader and viewer/writer/speaker and listener: state explicitly what you have learned about the student.

Assessment Criteria

- clear justification of the chosen literacy aspect informed by Victorian Curriculum F-10 and the professional literature with correct APA6 referencing style
- Inclusion of relevant background information about student to inform choice of the literacy aspect.
- Identification and pertinent justification of the assessment strategies chosen for the student in the focus literacy area.
- Student’s learning and achievement needs are clearly informed by the Victorian Curriculum F to 10 and relevant professional
- Detailed summary of knowledge about student’s reading and viewing /writing/oral learning and needs
- Coherent, grammatically correct written assessment in academic English.
<table>
<thead>
<tr>
<th>Assessment Task 2</th>
<th>Learning Plan Word Count:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date</td>
<td>Week 10 Date: TBA at 11.59pm</td>
</tr>
<tr>
<td>Weighting</td>
<td>Equivalent to 2000 words, 50%</td>
</tr>
</tbody>
</table>

Learning outcomes
- CLO1 Extend knowledge and critical assessment of contemporary issues and current programs in literacy
- CLO2 Evaluate and compare suitable teaching strategies for literacy learning, curriculum materials and assessment practices for a range of teaching contexts
- CLO3 Apply research skills to analysing a child’s literacy and to theories underpinning contemporary approaches to language and literacy education, in particular, reading and writing
- CLO4 Assess the impact that information communication technology (ICT) has on literacy learning; fundamental research and critical literacy skills in processing information

Task:
This task is designed for you to build on and use the assessment data you collected in Assessment Task 1.

Using this assessment data you will develop a future Learning Plan for your student in two Modes of English: reading and viewing/writing/speaking and listening, demonstrating the connectedness between these aspects of literacy and how they support each other. There is an expectation that the plan include the use of ICT and an element of critical literacy to demonstrate deep understandings.

Rationale: This task is designed to assist you as a future teacher in understanding how assessment supports ongoing planning and teaching, and how assessment data can be used to progress students’ literacy development. It is also designed to demonstrate how the integration of reading and viewing/writing/speaking and listening learning and teaching supports overall literacy development.

AITSL Standards Assessed/Practised

<table>
<thead>
<tr>
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<th>Standard Practised</th>
<th>Standard Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2, 1.5</td>
<td>The learning plan task requires a capacity to devise differentiated teaching strategies to meet the literacy needs of diverse learners.</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>2.1, 2.2, 2.3, 2.5, 2.6</td>
<td>The task requires a capacity to assess student work and to identify learners’ strengths and weaknesses in order to design teaching strategies and learning sequences to improve their literacy skills. The teaching and learning strategies include the use of ICT for literacy development.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>3.1, 3.2, 3.4</td>
<td>The development of the learning plan necessitates establishment of learning goals based on the assessment data, a structured plan for learning and selection of</td>
<td>✔️</td>
<td>✔️</td>
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</tbody>
</table>
appropriate resources to support that learning.

| 5.1, 5.4 | The learning plan must be informed by assessment data from assessment task 1. It will also demonstrate an understanding for the need for ongoing monitoring of progress through formative and summative assessment tasks. |

**Details**

- You will use the information from AT1 to identify literacy needs of the learner that can be developed through two modes of English. For example: Broadening the student’s genre knowledge by reading/viewing a new genre using the text analyst role and responding by writing a persuasive text.

- You will ensure that the learning goals you set are achievable and challenging, and are supported by developmentally appropriate teaching strategies.

- You will select and justify appropriate curriculum and resources to support the learning and teaching.

- You will inform your plan with reference to the *Victorian Curriculum F to 10* and the professional literature including your knowledge of contemporary issues and current programs in literacy.

**Assessment Criteria**

- Assessment data competently used to identify what the student can do and knows in terms of your two Modes of English.

- Learning Plan clearly indicates the specific learning outcomes the student is to work towards in the two Modes of English, including how they support each other.

- Developmentally appropriate teaching strategies ensure that the learning goals are achievable and challenging including an element of the reader as a text analyst.

- Appropriate selection of curriculum materials, including use of Information technology has been made justified

- Learning Plan has been supported and informed with pertinent reference to the *Victorian Curriculum F to 10* and relevant professional literature including your knowledge of contemporary issues and current programs in literacy.

- Clear evidence of the use of appropriate literacy meta-language.

- Plan is coherent and written in grammatically academic language.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings (performance criteria)</th>
<th>Pts</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarity of learning intentions, that meet the needs of students as</strong></td>
<td>Indicates relevant, clear learning intentions that provide achievable challenges for students of</td>
<td></td>
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<tr>
<td><strong>identified in</strong></td>
<td>Includes learning intentions that may be unclearly worded, or may provide achievable challenges for only</td>
<td></td>
</tr>
<tr>
<td><strong>learning data and</strong></td>
<td>above expectation for some students. Some links to relevant curriculum outcomes identified.</td>
<td></td>
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<tr>
<td><strong>evidence of prior</strong></td>
<td>Learning intentions are not clearly stated and/or do not provide an appropriate level of challenge.</td>
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<tr>
<td><strong>learning, links to</strong></td>
<td>Inadequate links to relevant curriculum outcomes.</td>
<td></td>
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<tr>
<td><strong>curriculum</strong> (Standards 3.1)</td>
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</table>

| **Developmental**                                                     | Has a clear understanding of literacy development and differentiation and provides a range of effective |     |
| **Teaching strategies clearly**                                        | Has an awareness of literacy development and differentiation and implements strategies but not in all areas |     |
| **strategically differentiated** (Standard 1.5)                       | of content, process, product, and learning environment. Clear scaffolds are in place.             |     |
|                                                                         | Does not reflect nor implement appropriate strategies to differentiate or develop literacy.     |     |
|                                                                         | Activities lack appropriate scaffolds for learners.                                             |     |

| **Curriculum materials including ICT and relevance of learning activities** | Includes a wide range of relevant, inclusive resources and curriculum materials including ICT to support literacy development at the appropriate level. Learning activities are clearly aligned with learning intentions and informed by your knowledge of the English/Literacy curriculum. Opportunities for meaningful integration of ICT are clearly embedded in the lesson sequence. |     |
| (Standards 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.3, 4.1)                  | Includes a range of relevant resources, curriculum materials and learning activities, but not all are engaging or may not reflect the concepts substance and structure of the English/Literacy teaching curriculum. Some may not be well aligned with stated learning intentions. Opportunities to integrate ICT are identified by may not be well suited to purpose. |     |
|                                                                         | Curriculum materials and resources do not clearly align with stated learning intentions. Learning activities do not support the implementation of developmental approaches. Learning activities throughout the lesson sequence are not adapted to support student progression. Tokenistic use of ICT. |     |

| **Relevance and creativity of assessment strategies**                  | Assessment strategies are clearly informed by data and include formal and informal, formative and summative approaches to assess and support student learning throughout the sequence. |     |
| (Standard 5.1)                                                        | Assessment strategies relate to aspects of data and include some formal and informal, formative and summative approaches to assess but do not wholly align with the stated learning intention. |     |
|                                                                         | Limited range of assessment strategies used and do not align with the stated learning intention or data. |     |

<p>| <strong>Communication and referencing</strong>                                     | Writing communicates meaning clearly and makes good use of literacy metalanguage. Few grammatical |     |
|                                                                      | errors and correct spelling. Academic conventions for citation and                                 |     |
|                                                                      | Writing generally communicates effectively but meanings are not always clear. Literacy metalanguage has been used but not always accurately. Some |     |
|                                                                      | Logic and meaning are not clearly communicated in the writing. Lack of connecting ideas or use of literacy metalanguage. spelling errors and |     |</p>
<table>
<thead>
<tr>
<th>referencing have been followed.</th>
<th>grammatical errors but they do not interfere with meaning. Referencing and citation follow academic convention but include some errors.</th>
<th>limited vocabulary; words often incorrect or incorrectly used. Referencing and citation are inaccurate.</th>
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<tr>
<td>Comments</td>
<td>Audio/video feedback</td>
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