Literacy for learning:
Australian edition

Literacy for learning is a professional development program for teachers in all subject areas. The course materials present strategies and discuss issues that address the fundamental relationship between literacy and successful learning. The program promotes the use of these literacy strategies in all areas of learning.

- *Includes all teachers through its conception of literacy as a capacity for making meaning across the whole curriculum through language, visuals and animation*
- *Develops teachers' and students' understanding of the role of literacy in successful learning*
- *Provides effective strategies for scaffolding students through explicit teaching of the language and visual resources that they need to be successful learners across all learning areas*
- *Provides a positive context for teachers to reflect critically and openly on their teaching*
- *Promotes whole-school approaches to addressing the needs of students in developing high levels of literacy across the curriculum and linking these explicitly to the Australian Curriculum*

The aims of
Literacy for learning: Australian edition

- Develop teachers' understanding of literacy as a capacity for making meaning in schooling contexts.
- Develop teachers' understanding of the need for explicit teaching practices that will build up students' repertoires of language and visual resources so that they can be successful learners across all learning areas.
- Provide a positive context for teachers to reflect critically and openly on their teaching.
- Develop shared understandings about literacy in order to improve the effectiveness of whole-school collaboration in ensuring the literacy development of all students.

Teacher Development Course

The course incorporates group workshops, classroom-based activities and highly practical readings. It provides all teachers with successful, curriculum-wide classroom strategies for improving the learning achievements of all their students—with a focus on links to the Australian Curriculum.

Trained Tutors deliver 18 hours of face-to-face learning in six modules which, when combined with between module readings and activities, is equivalent to more than 36 hours of professional development.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world, and in Australia, will grant credit towards further post-graduate studies. Further information is available at www.unlockingtheworld.com.

The outline of *Literacy for learning*

MODULE 1
Language and literacy in teaching and learning

- Literacy as a capacity for making meaning across the curriculum.
- Understanding that texts are sets of meanings which can be made, for example, through language, visuals, sounds and animation.
- Exploring the literacy demands across the curriculum, how to identify typical school genres and describe their language patterns.

MODULE 2
Talking our way into literacy

- A teaching and learning cycle that provides an explicit focus on language and a framework for scaffolding students.
- Activities that allow students to move into literate practices.
- Understanding the role of oral language in learning and ways in which oral activities can be used and adopted in subject learning and language development.

Government of South Australia
Department for Education and Child Development

Unlocking the World

Literacy for learning:
Australian edition

Unlocking the World
PROFESSIONAL DEVELOPMENT FOR TEACHERS

teacher development course

MODULE 3

Reading and viewing: Making sense of texts

- Focus on written language with visuals.
- Consolidation of understanding of macro- and micro-scaffolding.
- Exploring relationships between visuals and language in multimodal texts.
- Understanding what a reader needs in order to successful engage and critically evaluate texts.
- Activities that model how to support students in building their reading capacities.

MODULE 4

Writing texts that work

- Genre as part of an explicit approach to teaching and learning.
- Examining strategies to build students' understanding about texts.
- Supporting teachers in teaching the key language resources that writers use to organise texts.
- Exploring the language resources that allow for students to make the more abstract and technical meanings that are essential to the development of literacy.

MODULE 5

Language for increasing abstraction and technicality

- Consolidating understanding of the noun group as a key language resource for making more complex meanings in writing.
- Activities that consider how abstraction and technicality are expressed through nominalisation.
- Understanding the combined role of nominalisation and the noun group in producing highly written texts.

MODULE 6

Programming and assessing: Setting up successful frameworks

- Teaching and learning programs and assessment practices.
- Reassessment of current practices.
- Using the principles of 'backward planning' to explore some key issues related to programming and assessment and to begin the process of planning future units of work.
- Considering implications and challenges in adopting a whole-school literacy focus.

Other *Unlocking the World* professional development programs

Teaching ESL students in mainstream classrooms: Language in learning across the curriculum

- Understand the role of language in learning (for teachers working with students aged 8–18 years)
- Understand the support students need to be successful learners
- Strategies, across the curriculum, for effective teaching and learning

Teaching young children in English in multilingual contexts

- For teachers working with young students aged 5–8
- Develops understanding of the notion of meaning making to inform the scaffolding that will build this capacity in young students
- Develops understanding of the need for explicit teaching practices to build young students' repertoires of meaning-making resources
- Provides a context for teachers to reflect on their teaching and develop shared understandings to improve the effectiveness of whole-school collaboration

How language works: Success in literacy and learning

- Extends teachers' understandings about language and literacy
- Builds participants' understandings of how language works to make meaning across a range of contexts
- Gives students the tools to be more accurate and effective users of language in a range of contexts

Gifted education and higher order thinking: Improving learning outcomes for every student

- Understanding and meeting the needs of gifted students
- Incorporating, for all students in everyday classrooms, the teaching of higher order thinking and learning skills

For more information:

DECD Publishing
7 Bray Avenue, Torrensville
South Australia 5031
Email: admin@unlockingtheworld.com
Website: www.unlockingtheworld.com