Literacy for learning

All Lexis Education's professional development courses are intended for classroom teachers and are comprised of a Tutor Training and a Teacher Course.
The Tutor Training is an intensive train-the-trainer program *that is delivered in Host schools around the world to small groups of up to 20 teachers. Licensed tutors then deliver the Teacher Course, providing their school with cost-effective, school-managed professional development.*

Aims

Literacy for learning is a professional development course for teachers in all subject areas. There are two versions, differentiated by which curriculum documents they use in several activities: the International version refers to a variety of curriculum statements from around the world, while the Australian version focuses on the Australian national curriculum. However, the majority of the content of the two versions is the same.

Literacy for learning presents strategies and discusses issues that address the fundamental relationship between literacy and successful learning. It promotes the use of these literacy strategies in all areas of learning. The course:

- 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 practices that will build up students' repertoires of language and visual resources so that they can be successful learners across all learning areas
- provides a positive context for teachers to reflect critically and openly on their teaching
- develops shared understandings about literacy in order to promote whole-school approaches to addressing the needs of students in developing high levels of literacy across the curriculum.

Literacy for learning provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, it is possible to seek credit towards further postgraduate studies from tertiary institutions around the world.

Structure

Literacy for learning has the following features:

- It is organised into 6 modules for a total of 18 hours face-to-face.
- Each module has activities and readings to complete before the next module.
- Total teacher commitment is equivalent to at least 36 hours of professional development.

The course provides a collaborative and engaging adult-learning environment, where there are opportunities for whole-group discussion, small-group activities, classroom implementation, classroom-based research, and reading of relevant articles.

Content

MODULE 1

Language and literacy in teaching and learning

In this first module, participants learn about literacy being a capacity for making meaning across the curriculum. They develop an understanding that texts are sets of meanings which can be made, for example, through language, visuals, sounds and animation. The module explores the literacy demands across the curriculum, how to identify typical school genres and describe their language patterns.

MODULE 2

Talking our way into literacy

Module 2 explores the teaching and learning cycle that provides an explicit focus on language and a framework for scaffolding students. Participants explore activities that allow students to move into literate practices, and look at the role of oral language in learning and ways in which oral activities can be used and adopted in subject learning and language development.

MODULE 3

Reading and viewing: Making sense of texts

Module 3 focuses on written language with visuals. It consolidates the understanding of macro- and micro-scaffolding, and of what a reader needs in order to successfully engage and critically evaluate texts. It looks at the relationships between visuals and language in multimodal texts, and explores activities that model how to support students in building their reading capacities.

MODULE 4

Writing texts that work

Module 4 develops an understanding of how genre is part of an explicit approach to teaching and learning. It looks at the strategies that could be used to build students' understanding about texts they encounter in their classrooms. It focuses on how to support teachers in teaching the key language resources that writers use to organise texts. It looks at 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

Module 5 consolidates the participants' understanding of the noun group as a key language resource for making more complex meanings in writing. Participants explore a range of activities that consider how abstraction and technicality are expressed through nominalisation. They also develop an understanding of the combined role of nominalisation and the noun group in producing highly written texts.

MODULE 6

Programming and assessing: Setting up successful frameworks

Module 6 re-assesses teaching and learning programs, assessment practices and current practices. It looks at 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. It considers the implications and challenges in adopting a whole-school literacy focus.

Our other professional development courses

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

- For teachers working with students between 8 and 18 years of age
- Develops an understanding of the role of language (spoken and written) in learning and the support students need to be successful learners
- Supports the design of strategies, across the curriculum, for effective teaching and learning

Teaching young children in English in multilingual contexts

- For teachers working with young students between 5 and 8 years of age
- Develops an understanding of the notion of meaning making to inform the scaffolding that will build this capacity in young students
- Develops an 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

- For teachers working with students of any age
- 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

For more information:

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