



# ECHE4330

## Issues in Developmental Literacy

Session 2, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Convenor

Ruth French

[ruth.french@mq.edu.au](mailto:ruth.french@mq.edu.au)

Contact via Email

29 Wally's Walk, Room 275

Please email to organise a time if you would like a meeting with me.

Marker

Rosemary Dunn

[rosemary.dunn@mq.edu.au](mailto:rosemary.dunn@mq.edu.au)

Credit points

10

Prerequisites

130cp at 1000 level or above including (ECH231 or ECHE2310 or ECH214)

Corequisites

Co-badged status

Unit description

This unit furthers students' knowledge of children's language and literacy development and the role of English across the curriculum in prior-to-school and primary school (K-6) settings. Taking a multiliteracies research-informed perspective, students have opportunities to analyse children's reading and writing processes; explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts; and examine literacy programming options in both prior-to-school and school-based settings. The unit emphasises the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL-D (English as an additional language or dialect) learners.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.

**ULO2:** Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.

**ULO3:** Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.

**ULO4:** Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities.

**ULO5:** Examine and evaluate literacy programming options in both prior-to-school and school-based settings.

**ULO6:** Understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

## General Assessment Information

### Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing. [Exception: In Task 2, curriculum document outcomes/content may be shown in 10-point font, single spaced.]
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required. Please do not include cover sheets.

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin

at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

**Please note:**

- Students should regularly save a copy of all assignments before submission.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB or other storage - **untouched/unopened after submission**. This can be used to demonstrate easily that the assessment has not been amended after the submission date.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

## Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a **penalty for lateness** will apply – **10/100 marks of credit (10% of the total assessment weighting) will be deducted per day** for assignments submitted after the due date – and (b) no assignment will be accepted more than seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

## Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark, you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are *standards referenced* and effort is NOT a criterion.

## University policy on grading

### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
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<p><b>HD</b> (High Distinction)</p>	<p>Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.</p>
<p><b>D</b> (Distinction)</p>	<p>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.</p>
<p><b>Cr</b> (Credit)</p>	<p>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.</p>
<p><b>P</b> (Pass)</p>	<p>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes</p>
<p><b>F</b> (Fail)</p>	<p>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</p>

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so. **NOTE especially - this 2021 offering is the final offering of this unit of study.** Withdrawing may impact the completion of your degree. Please do *not* withdraw without seeking academic advice.

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

## Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use a pseudonym for the focus child in Task 2. Do not record details that enable identification of a site, or of adults or children.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1: Annotated bibliography and position paper</a>	60%	No	Part A Mon 23/8/21 8am; Part B Tue 5/10 11:55pm
<a href="#">Task 2: Literacy profile</a>	40%	No	Saturday 6/11/21 11:55pm

### Task 1: Annotated bibliography and position paper

Assessment Type <sup>1</sup>: Annotated bibliography

Indicative Time on Task <sup>2</sup>: 45 hours

Due: **Part A Mon 23/8/21 8am; Part B Tue 5/10 11:55pm**

Weighting: **60%**

Students explore current issues in early childhood literacy education by participating in discussions, and by developing an annotated bibliography and a position paper. This assignment is designed to enable students to learn to defend a research-informed point of view about an aspect of literacy. The assignment is developed in two stages: \* Part A (worth 20% of final grade) consists of 4 or 5 entries for an annotated bibliography (max. 150 words each) and a 400-word summary of these. \* Part B (worth 40% of final grade) includes 7 – 10 annotated bibliography entries (max. 150 words each), and a 1200 word position paper based on the research.

On successful completion you will be able to:

- Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.
- Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.
- Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.
- Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different

abilities.

- Examine and evaluate literacy programming options in both prior-to-school and school-based settings.
- Understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.

## Task 2: Literacy profile

Assessment Type <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Saturday 6/11/21 11:55pm**

Weighting: **40%**

Students work with a child aged between 4 and 12 over the course of 5 – 6 weeks and develop a research-based and suitably documented literacy profile of the child, and design, implement, document, evaluate and analyse the transferability (to a group context and a different age group) of a program for supporting the child's development in a justified literacy focus area. This assessment task includes an in-class presentation (not assessed) and a complete report/paper of approx. 2000 words.

On successful completion you will be able to:

- Critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy.
- Understand the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy.
- Understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts.
- Explore, design, implement and evaluate strategies for assessing and promoting children's literacy development through a range of literary and factual (multimodal) texts and for a range of children from different socio-cultural contexts and with different abilities.
- Examine and evaluate literacy programming options in both prior-to-school and school-based settings.
- Understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners.



<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Required Texts

There are **two textbooks** for the unit. The first is **essential** for this unit and the second is **highly recommended**. They are:

1. Flint, A. S., Kitson, L., Lowe, K., Shaw, K., Humphrey, S., Vicars, M., & Rogers, J. (2020). *Literacy in Australia: Pedagogies for engagement* (3rd ed.). John Wiley & Sons Australia, Ltd.

You can purchase a copy of this textbook here: <https://www.booktopia.com.au/books-online/text-books/textbook-finder/macquarie-university/macquarie-university-semester-2/eche4330-issues-in-developmental-literacy/cXCMAC2002ECHE4330-p1.html>

2. Hill, S. (2012). *Developing early literacy: Assessment and teaching*. (2<sup>nd</sup>ed). Eleanor Curtain Publishing.

There are also **two required curriculum documents**:

1. Department of Education, Employment and Workplace Relations (DEEWR) (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Commonwealth of Australia. Available from: <https://docs.education.gov.au/node/2632>

2. NSW Board of Studies. (2012). *English K–10 syllabus*. Sydney: NSW Board of Studies. Retrieved from: <http://syllabus.nesa.nsw.edu.au/english/english-k10/>

Students should also download the **teaching resources** available at the following website (do this at the beginning of session):

Department of Education WA [Government of Western Australia] (2013). *First steps resources* (3<sup>rd</sup> edition). East Perth, Australia: Author.

Available for free download from: <http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018>

### Other required readings

A list will be provided on iLearn and most of the readings will be accessible through the university library's Leganto system.

## Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

All students are encouraged to make full use of the iLearn site. Electronic links and suggested references will be included, and recommended readings will be accessible in the Leganto section. Please check the iLearn unit regularly.

## Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must view all lectures before or during the week in which each has been scheduled.

PowerPoint slides will be made available in iLearn for the weekly lecture and may be available directly on iLearn or within the ECHO360 section.

## Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignments (Task 1, especially).

## Delivery

The unit is taught through **weekly two-hour online tutorials** as well as the **weekly recorded lectures**. You will be able to find the dates and times for tutorial classes here: <https://timetable.s.mq.edu.au/2021/>

Scenario-based planning, assessment tasks and workshop sessions are included in these scheduled classes. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks sometimes as individuals or in pairs/groups. Students should bring to these classes any discussion questions of their own that they may wish to share. In some cases, students are asked to bring an artefact, draft writing, or other relevant item to class. This is indicated in the detailed unit schedule on iLearn and/or by the tutor.

Assignments enable the development of the ability to position oneself in current research-informed literacy debates as well as to teach effectively within diverse contexts. Research-focused literature searches are required to meet assignment criteria. Students are expected to base their arguments/discussions on evidence from published research and other relevant material.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

## Attendance

Attendance at all scheduled classes is expected.

## Unit Schedule

### Module 1: Establishing the frame for literacy learning

- Theoretical frames for multiple literacies
- Oral language, emergent literacy and play-based learning

### Module 2: Literacy Pedagogies

- Scaffolding developing readers
- Scaffolding developing writers
- Supporting the literacy development of children experiencing learning difficulties
- Teaching spelling, grammar, and genre
- Multimodal literacy, children's literature and popular culture
- Record-keeping and assessment

## Module 3: Socially just implementation

- Critical Literacy
- Literacy issues for Indigenous and EAL-D (English as an additional language or dialect) learners
- Issues in programming

Classes will *not* be held in Weeks 5 to 7 of the session, as some students will be on Professional Experience placements. A detailed and dated schedule with weekly readings and learning activities is provided on iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA

student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

### **Attendance for undergraduate units**

Lectures and online tutorials begin in Week 1 of session, and so should student preparations for Task 1 Part A.

Activities completed during online tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit. Attendance at all tutorials is expected and the roll will be taken.

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### **External Students**

1. The online tutorials are essential to student engagement and learning, and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a

Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to online tutorials, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## 5Rs framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilience** practised inside and outside of the classroom. *Students will demonstrate resilience in engaging with and acting upon peer and marker formative feedback. Students will practise resilience in being flexible as appropriate to meaningful and respectful engagement when working cooperatively with a focus child and the child's family for Task 2.*
- **Reflexive** in their teaching practice. *Opportunities for reflexive practice will be specifically afforded by Task 2, where students will explore, design, implement and evaluate strategies for assessing and promoting a child's literacy development through a range of texts and considering the child's context and abilities.*
- **Responsive** to students, colleagues, parents and professional communities. *Students will understand and respect the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy in homes/communities as well as in formal educational contexts. Students will be responsive to a focus child when designing and enacting a short program of learning experiences in Task 2, and in drafting a letter to parents as part of that task. Students will also understand the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous and EAL/D (English as an additional language or dialect) learners - and their responsibilities as educators in being responsive to student diversity.*
- **Ready to learn.** *Students will understand the role and value of language and literacy across the curriculum in prior-to-school and school (K–6) contexts, and they will will examine and evaluate literacy programming options in both prior-to-school and school-based settings. They will practise positive dispositions to professional learning, for example, they will come to tutorials prepared for learning, including having completed prior reading and bringing their own questions and key understandings to share. They will engage in small group activities and discussions. Students will be introduced to ways to support their own ongoing professional learning beyond this fourth year unit of study*

*(e.g. via professional associations).*

- **Research-engaged** throughout their career. *Students will critically engage, individually and collaboratively, with research on multiliteracies, including new literacies and visual, multimodal and critical literacy. In Task 1, students will use research databases to locate relevant scholarly readings and will develop an annotated bibliography and research-informed position paper. In Task 2, students will justify pedagogical decisions using research and other scholarly readings. Weekly readings will engage students with research-informed principles and practices in English/literacies education.*