



# Contemporary Literacies Level I

## Overview and Key Features

Years 9 to 12 Learning 2020



## The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Contemporary Literacies Level 1*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (Nov/Dec 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Contemporary Literacies Level 1*.

## Course Rationale

The *Contemporary Literacies* suite of courses shape literacy learning as a social practice to increase learners' engagement with and understanding of the world. They focus on the development of literate practices which equip learners to be critical and creative thinkers, multimodal meaning makers and communicators, collaborative co-learners and innovative problem solvers in order to achieve their goals. Learners will develop their literacy skills by engaging with multimodal texts as effective users of language and creators/producers of texts in differing contexts.

The *Contemporary Literacies* suite of courses are distinctive in their focus on the development of multiliteracies for personal expression, empowerment and participation in contemporary personal and community life. They are highly personalised, context specific, valuing student worldviews, cultural heritage, lived experiences and agency. The courses recognise that literacy learning is complex and proficiency is based on prior experience, self-efficacy, identity, relevance, engagement and motivation.

The *Contemporary Literacies Level 1 course* provides guidance and intensive support for those students learning to be literate who have yet to meet the minimum standard for literacy before Year 11 and are unlikely to do so in Year 12 without substantial support. The course is suited for students in Years 11-12 who are performing at least at Level 1 of the Australian Core Skills Framework. The *Contemporary Literacies Level 1 course* is centered on the interests, strengths and needs of the learner. The course is organized through key concepts and interconnected learning processes enabling learners to engage with a range of literacy practices for differing purposes.

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Contemporary Literacies* course and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).





## Pathways in

The *Contemporary Literacies* suite of courses enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English
- Preliminary English Stage 4 PRE005419

## Level I

### Learning Outcomes

On successful completion of this course learners will be able to:

- apply strategies to develop and monitor their own literacy learning
- create texts using different modes\* to make meaning for a specific purpose in print, digital/online or live forms
- apply reading, viewing and oral strategies to interpret and construct meaning from texts
- recognise how different modes work to represent ideas and information in texts
- apply strategies to communicate, interact and relate to others appropriately in different modes
- use vocabulary, textual features\*, structures and conventions of Standard Australian English.

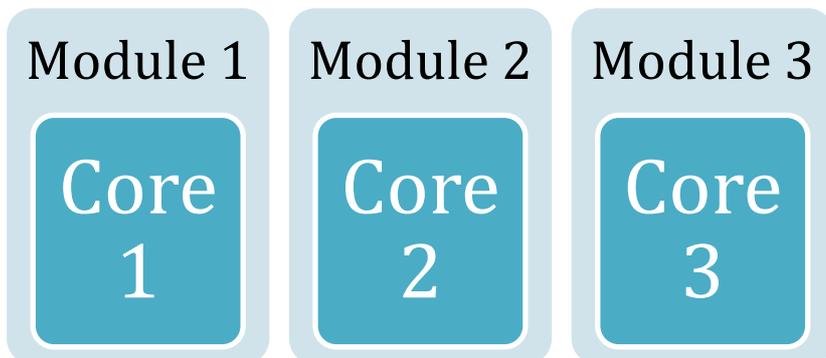
\*Mode - written, visual, spatial, tactile, gestural, audio and oral

\*Textual features micro-features of text (e.g. spelling)

### Course Structure

This proposal is in line with the Integrated Policy Model.

The course is 150 hours and will be divided into three equally weighted modules of 50 hours each.



### Course Delivery

To be developed through consultation.

### Module content

#### Module 1

- one (1) conceptual focus from a range of electives e.g. Representation
- teachers select one conceptual focus from the options provided
- a range of processes for learning: understanding, connecting, engaging critically, engaging personally, reflecting and experimenting.

### Major themes/concepts/topics

- The conceptual focus provides a lens for teachers to design the literacy learning which equip learners as effective users of language and creators/producers of multimodal texts in differing contexts. The imperative is to provide applied learning contexts enabling learner growth in literacy, which are personally relevant to student learning needs, interests.

### Module 2

- one (1) conceptual focus from a range of electives e.g. Authority
- teachers select one conceptual focus from the options provided
- a range of processes for learning: understanding, connecting, engaging critically, engaging personally, reflecting and experimenting.

### Major themes/concepts/topics

- The conceptual focus provides a lens for teachers to design the literacy learning which equip learners as effective users of language and creators/producers of multimodal texts in differing contexts. The imperative is to provide applied learning contexts enabling learner growth in literacy, which are personally relevant to student learning needs, interests.

### Module 3

- one (1) conceptual focus from a range of electives e.g. Point of View
- teachers select one conceptual focus from the options provided
- a range of processes for learning: understanding, connecting, engaging critically, engaging personally, reflecting and experimenting.

### Major themes/concepts/topics

- The conceptual focus provides a lens for teachers to design the literacy learning which equip learners as effective users of language and creators/producers of multimodal texts in differing contexts. The imperative is to provide applied learning contexts enabling learner growth in literacy, which are personally relevant to student learning needs, interests.

### Relationship to possible Future Provision

Focus Area	P	1	2	3	4
DISCIPLINE-BASED		English as an Additional Language or Dialect (EALD)	English English Literature English as an Additional Language or Dialect (EALD)		
TRANSDISCIPLINARY		Project Based English	Project Based English		
PROFESSIONAL STUDIES			English Studio		
WORK-BASED					
PERSONAL FUTURES	English	Contemporary Literacies	Contemporary Literacies		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework