



Contemporary Literacies

Levels 2-3

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 Levels 2-3*.

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 Levels 2-3*.

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, and value 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 2 course* provides guidance and learning support for students to consolidate their literacy skills, knowledge and understanding to attain the literacy requirements for the Tasmanian Certificate of Education. The course is suited for students in Years 11-12 who are performing at least at Level 2 of the Australian Core Skills Framework. The *Contemporary Literacies Level 2 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.

Contemporary Literacies Level 3 is designed to develop student's literacy capabilities as meaning producers and consumers, and critical thinkers who can assess and interpret multiple sources of information from diverse contexts; as virtual collaborators and as reflexive and multimodal communicators to effectively participate in learning, life and work. Additionally, *Contemporary Literacies Level 3* will focus on the development of professional communication practice, in particular, oracy. It aims to build students' competence and confidence in functioning as ethical communicators, able to use a range of technologies and techniques to achieve desired communication outcomes.



The *Contemporary Literacies Level 3* 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* suite of courses and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways in

The *Contemporary Literacies Level 2 and 3* course enables sequential learning continuity from:

- Years 9-10 Australian Curriculum English

The *Contemporary Literacies Level 3* course enables learning continuity from:

- English Applied ENA215114
- EALD EAL215114
- English Foundations ENG215117
- Essential Skills Reading and Writing ERW210114

Level 2

Learning Outcomes

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

- select and apply strategies to plan, develop and monitor their own literacy learning
- create texts using different modes* to make meaning for differing purposes in print, digital/online or live forms
- select and apply reading, viewing and oral strategies to interpret and construct meaning from increasingly complex texts
- assess the ways in which different modes are used to structure texts and represent ideas and information
- select and apply strategies to communicate, interact and relate to others appropriately using different modes
- select and use vocabulary, textual features,* structures and conventions of Standard Australian English appropriately.

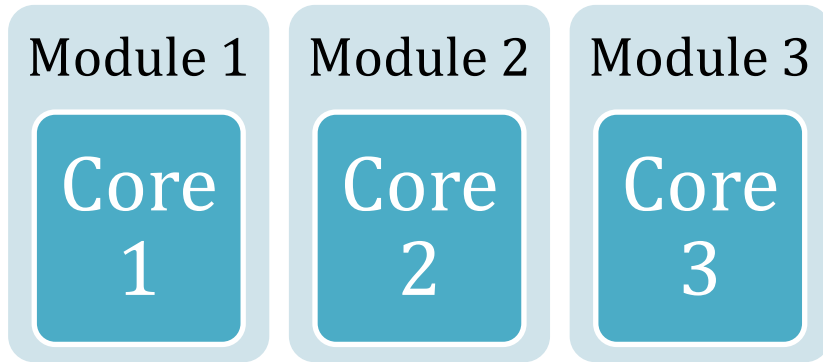
*Mode - written, visual, spatial, tactile, gestural, audio and oral

*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. Intertextuality
- 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, and interests.

Module 2

- one (1) conceptual focus from a range of electives e.g. Theme
- 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. Context
- 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.

Level 3

Learning Outcomes

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

- apply metacognitive processes to plan, implement and assess their own literacy learning
- create texts and experiment with different modes* to make meaning for a variety of purposes in print, digital/online or live forms
- select and apply reading, viewing and oral strategies to construct creative, informed and sustained interpretations of texts
- critically analyse the ways in which different modes are used to structure texts and represent perspectives
- select and apply effective communication processes practices and perspectives to interact and relate to others e.g. professional presentations, virtual collaborations
- evaluate how meaning in a multimodal text is shaped through the selection and use of different modes in different combinations
- effectively select and control vocabulary, textual features,* structures and conventions of Standard Australian English.

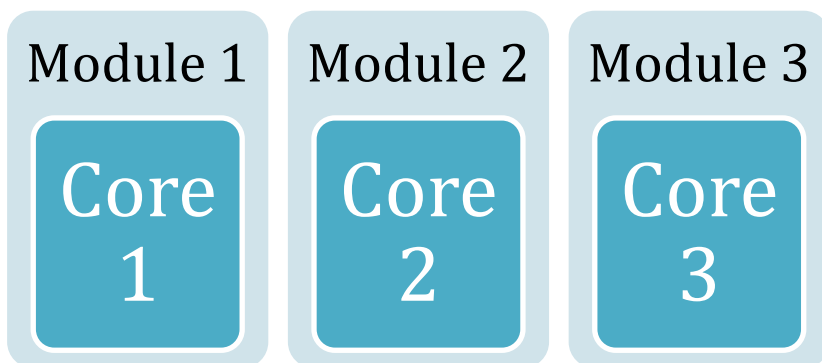
*Mode - written, visual, spatial, tactile, gestural, audio and oral

*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. Style
- 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. Argument
- 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, and interests.

Module 3






- one (1) conceptual focus from a range of electives e.g. Connotation, Imagery and Symbol
- 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