

TEAC 7030 DIVERSE LITERACIES

Credit Points 10

Legacy Code 102101

Coordinator Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. This subject increases students' understandings of the impact of globalisation, new technologies and the diversity of Australian languages and dialects on children's literacy practices. It provides opportunities for students to develop insights into the importance of languages and cultures in children's identity formation, particularly in relation to the importance of the home language and dialect for bilingual and Aboriginal and Torres Strait Islander children. Contemporary social theories of diversity and difference and frameworks of literacy and languages learning will be introduced to students and the links between theory and practice will be applied. Students will have the opportunity to investigate the literacy practices in diverse family and community contexts and apply literacy-enriched play and pedagogies to extend languages learning and literacy for all children.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7046 - Global Literacies TEAC 1026 - Multiliteracies

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years / Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the impact of globalisation and new information technologies on literacy and literacy learning.
2. Explain understandings of theory related to literacy as social, cultural and technological practice.
3. Discuss the diversity of literacies, languages and dialects in Australia and different approaches to the revival and retention of Aboriginal and Torres Strait Islander and community languages.
4. Identify the impact of past and present language policies on literacy pedagogies and practices.
5. Understand the cultural context of Aboriginal and Torres Strait Islander learners and the significance of Aboriginal languages and dialects.
6. Analyse issues of language, culture and identity and their relationship to multicultural education.
7. Research diverse family literacy practices and children's literacy funds of knowledge.
8. Apply respect for diverse literacies and understandings of issues of culture, gender, class, inclusion and language in work with children and families.

9. Select and share texts with children and engage children in critical literacy.
10. Implement literacy-enriched play that builds on children's family literacies.

Subject Content

1. Literacy as social and technological practice
2. Multiliteracies - multiple modes of communication, diverse texts, diverse literacy practices, diverse languages including Aboriginal languages and community languages
3. Globalisation and new technologies - the role of digital texts and popular media culture in literacy learning and the importance of critical literacy
4. Linguistic and cultural capital and the power and status of languages
5. Bilingualism and multilingualism
6. Diverse dialects including Aboriginal English
7. Language loss, language maintenance and language revival
8. Issues of gender, class, ethnicity and language for literacy learning
9. Researching family literacy practices and children's literacy funds of knowledge
10. The role of play-based pedagogies in literacy learning
11. Selecting and sharing children's literature

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/archives/2022-2023/programs/master-teaching-birth-5-years-birth-12-years/>)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Critical Review	3 x 200 word critical reviews of readings and 500 word reflection	25	N	Individual
Presentation	5 minutes of video or 1,000 words	25	N	Group
Portfolio	2500 words	50	N	Individual

Prescribed Texts

- Arthur, L., Ashton, J., & Beecher, B. (Eds.). (2014). *Diverse literacies in early childhood: A social Justice approach*. Australia: ACER

Teaching Periods

Autumn (2022)

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7030_22-AUT_BA_D#subjects)

Spring (2022)

Bankstown

Day

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Autumn (2023)

Bankstown City

On-site

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Spring (2023)

Bankstown City

On-site

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