

## Title

**Design and implement learning experiences that develop language, literacy and numeracy**

## Scope

Teachers value and build on the language, literacy and numeracy skills of their students in planning and implementing learning experiences that explicitly teach and assess language, literacy and numeracy.

## Practice

**Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:**

- determine the language, literacy and numeracy demands and opportunities of particular curriculum areas
- use a variety of inclusive assessment strategies to gather information and make judgements on students' language, literacy and numeracy skills, and use these data in the design and implementation of learning experiences
- design and implement learning experiences that include explicit teaching of the language, literacy and numeracy skills necessary for students to achieve identified learning outcomes and demonstrate effective speaking, listening, reading, viewing, writing, shaping and numeracy in a range of contexts
- select and use a range of teaching and learning strategies and resources that build on students' prior knowledge and experiences and support student learning
- monitor and evaluate students' language, literacy and numeracy development and use this information when designing programs, reporting to parents and caregivers, and reviewing teaching and assessment strategies and resources
- review critically their personal language, literacy and numeracy skills and evaluate their capacity to teach language, literacy and numeracy within curriculum and learning phase areas and, where necessary, improve these aspects of professional practice.

## Knowledge

**Teachers know and understand:**

- the pervasive nature of language, literacy and numeracy and their role in learning and everyday situations
- a range of contemporary evidence-informed theories on language, literacy and numeracy development and the role of effective strategies and resources in enhancing this development
- techniques for determining language, literacy and numeracy learning opportunities and requirements in curriculum, school, classroom and community contexts
- authentic literacy and numeracy assessment strategies for gathering information and making judgements about students' language, literacy and numeracy development
- how students develop language, literacy and numeracy
- language forms and features and textual structures of spoken, written, visual and multimodal texts
- mathematical applications and problem solving
- the ways that different communication methods and social, cultural and historical contexts influence language choice and literacy and numeracy practices
- a range of teaching strategies and resources for supporting language, literacy and numeracy development across teaching areas and in different contexts
- how ICT supports, enhances, enables and transforms language, literacy and numeracy expectations and development
- how to monitor and evaluate students' language, literacy and numeracy needs (including those for whom English is a second language or dialect) and are aware of appropriate intervention strategies and support services
- the reasons for upgrading personal and teaching skills in language, literacy and numeracy, ways of reviewing them and support services available.

## Values

**Teachers are committed to:**

- promoting high expectations for all students' language, literacy and numeracy development
- viewing language, literacy and numeracy development as the responsibility of teachers in all curriculum areas and in all phases of learning
- modelling effective language, literacy and numeracy skills and developing their personal language, literacy and numeracy skills and teaching strategies
- ensuring the congruence between literacy and numeracy intervention and classroom practice.