Literacy Policy

(i) Introduction
Literacy is defined as the ability to read and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, viewing and critical thinking with reading, writing and use of multimedia. It includes cultural knowledge to enable a speaker, writer or reader to recognise and use language appropriate to Key Learning Areas and different social situations.

(Adapted from MCEETYA, 1997)

The purpose of this policy is to ensure the planned development of literacy skills across the curriculum. It is cognisant of the College Vision Statement, the Learning and Teaching Policy and the Information Technologies Policy.

(ii) Principles
We believe teaching practices should:

1. Foster an environment which respects and nurtures literacy.
2. Reflect the fact that every subject has a specialist language and particular ways of using that language to construct meaning.
3. Model ways to organise written language.
4. Recognise that the learning undertaken in other subject areas contributes to and draws on literacy development in English.
5. Enable students to recognise and use the literacy skills appropriate to different situations.

(iii) Expectations
The College will:

1. Develop a Literacy Action Plan
2. Organise Professional Development for staff in the area of Literacy
3. Monitor Literacy development through such means as the AIM Test and the Tracking Program.

Heads of Departments will:

1. Assist teachers to develop scaffolding with which to model writing genres
2. Oversee the documentation of subject/unit metalanguage

Teaching staff will:

1. Establish ways to cover the specialist language of his/her subject
2. Provide opportunities for students to learn appropriate ways of organising written and spoken language

(iv) Review: This policy will be reviewed from time to time as required.