

TEAC 7030 DIVERSE LITERACIES

Credit Points 10

Legacy Code 102101

Coordinator Louie Liang ([https://directory.westernsydney.edu.au/search/name/Louie Liang/](https://directory.westernsydney.edu.au/search/name/Louie%20Liang/))

Description 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. Students will develop insights into the importance of languages and cultures in children's identity formation, particularly in relation to the importance of the home languages and/or dialects, for multilingual and Aboriginal and Torres Strait Islander children. Contemporary social theories of diversity, difference, literacy and languages learning will be introduced to students and the links between theory and practice will be applied. Students will 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. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7046 - Global Literacies TEAC 1026 - Multiliteracies

Restrictions

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years), 1784 Master of Teaching (Birth – 5 years), 1773 Master of Teaching (Early Childhood and Teaching) or 1774 Master of Teaching (Early Childhood).

Learning Outcomes

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

- Evaluate the impact of globalisation and new information technologies on literacy and literacy learning.
- Explain understandings of theory related to literacy as social, cultural and technological practice.
- 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.
- Identify the impact of past and present language policies on literacy pedagogies and practices.
- Understand the cultural context of Aboriginal and Torres Strait Islander learners and the significance of Aboriginal languages and dialects.
- Analyse issues of language, culture and identity and their relationship to multicultural education.
- Research diverse family literacy practices and children's literacy funds of knowledge.
- Apply respect for diverse literacies and understandings of issues of culture, gender, class, inclusion and language in work with children and families.
- Select and share texts with children and engage children in critical literacy.
- Implement literacy-enriched play that builds on children's family literacies.

Subject Content

- Impact of globalisation and new information technologies and the role of critical literacy on literacy learning.
- Literacy as social, linguistic, cultural, and technological practice and critical literacy.
- Contemporary theories of diversity, and literacy: language, power, gender, ethnicity and class.
- Diverse literacies, language policies, practices and texts: Multilingualism in childhood
- Diverse languages and dialects including Aboriginal English; language loss, maintenance, and revival of Indigenous and community languages.
- The role of positionality, self-reflection and reflexivity in identifying biases and assumptions and how they impact practices
- Engaging and communicating with families and communities to build on children's diverse family literacy practices.
- Selecting diverse literacy resources and engaging children in critical literacy, literacy enriched play and shared book experiences.
- Intercultural communication, multilingual and multicultural education in supporting cultural and linguistic diversity.

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/2024-2025/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	Mandatory
Critical Review	3 x 200 word critical reviews of readings and 600 word reflection	25	N	Individual	Y
Presentation Resource	(1000 words or 5 minute multimedia) and a 3 minute presentation to the tutorial group	25	N	Group	Y

Case Study 2500 50 N Individual Y
words

Prescribed Texts

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

Teaching Periods

Autumn (2025)

Bankstown City

On-site

Subject Contact Elisabeth Duursma ([https://directory.westernsydney.edu.au/search/name/Elisabeth Duursma/](https://directory.westernsydney.edu.au/search/name/Elisabeth%20Duursma/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7030_25-AUT_BK_1#subjects)

Spring (2025)

Bankstown City

On-site

Subject Contact Louie Liang ([https://directory.westernsydney.edu.au/search/name/Louie Liang/](https://directory.westernsydney.edu.au/search/name/Louie%20Liang/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7030_25-SPR_BK_1#subjects)