

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

(2.5) Literacy and numeracy strategies

Know and understand literacy and numeracy teaching strategies and their application in teaching areas.

Australian Professional Standards for Teachers

(2.6) Information and communication technology

Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Australian Professional Standards for Teachers

During a professional placement at a secondary state high school in Brisbane's northside, I was tasked with designing an assessment instrument for a Year 7 Media class. The assessment was intended to showcase students' understanding of various film techniques they had been learning throughout the semester. It also needed to engage students in 21st-century literacy and numeracy practices (Standard 2.5) and incorporate information and communication technology (ICT) (Standard 2.6). Information provided by the class teacher offered insights into the students' existing knowledge and skills in film-related techniques.

Assessment Design and Implementation

The assessment required students to create a promotional poster for a new film, television series, or video game, accompanied by a short written essay. This task aimed to foster 21st-century literacy by immersing students in diverse and relevant literacy practices (Hertzberg, 2012). Direct instruction was employed to teach students the fundamentals of using an industry-standard design program, empowering them to create their promotional posters (Standard 2.6). Furthermore, students were exposed to a variety of short film synopses and were provided with explicit instruction on how to construct their own.

The assessment also emphasized media literacy, a critical competency in understanding, producing, and negotiating the meanings of media texts (Aufderheide, 1992). Students were required to identify their chosen genre and articulate their poster and story ideas, fostering their ability to critically engage with media (Standard 2.5). By designing their own media products, students were actively developing media literacy skills, as highlighted by Duncan (2006), who asserts that creating media enables students to decode, evaluate, analyse, and produce meaningful content.

Strategies for Literacy and Numeracy Integration

To synthesize literacy and numeracy components embedded within the assessment task (Standard 2.5), a "think aloud" strategy was employed. This instructional approach, as

described by Gallow (2017), models the process of visualizing words and inferring meanings, providing students with a scaffolded approach to interpreting and describing their work. Students were invited to present their posters, explaining how they incorporated various design elements and production techniques.

Outcomes and Reflection

All students successfully met the assessment requirements and submitted their tasks by the due date. The combination of direct instruction, ICT integration, and explicit literacy strategies ensured students were engaged and able to produce high-quality work.

Looking forward, I aim to further develop my expertise in integrating ICT into teaching and learning practices. Bingimlas (2009) emphasizes the importance of professional development in building teachers' confidence and competence in using ICT effectively. To achieve this, I plan to actively participate in ICT-related professional development opportunities through school-based programs and online platforms. Additionally, I will establish a community of practice (Wenger, 2018) to collaborate with other educators on innovative approaches to ICT in the classroom.

As I transition from pre-service to fully registered teacher status, I am committed to becoming proficient in the meaningful integration of ICT to enhance student engagement and learning outcomes, aligning with the Australian Professional Standards for Teachers, particularly Standards 2.5 and 2.6.

References:

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guildford Publications.

Aufderheide, P. (1992). *Media literacy: A report of the national leadership conference on media literacy*. Aspen Institute.

Bingimlas, K. A. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of Mathematics, Science and Technology Education*, 5(3), 235–245.
<https://doi.org/10.12973/ejmste/75275>

Callow, J. (2017). Comprehending the multimodal features of picture books: Some principles for teaching and assessment. In H. Fehring (Ed.), *Assessment into practice: Understanding assessment practice to improve students' literacy assessment* (pp. 81–88). Primary English Teaching Association Australia.

Duncan, B. (2006). Media literacy: Essential survival skills for the new millennium. *School Libraries in Canada*, 25(4), 31–34.
<http://www.cla.ca/casl/slic/254medialiteracy.html>

Duncan, B. (2006). Media literacy: Transforming curriculum and teaching. *Orbit*, 36(2), 39–42.

Gallow, D. (2017). Think aloud strategies: Scaffolding comprehension. Scholastic.

Hertzberg, M. (2012). Teaching English language learners in mainstream classes. Primary English Teaching Association Australia.

OECD. (2019). TALIS 2018 Results (Volume I): Teachers and school leaders as lifelong learners. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>

Wenger, E. (2018). Communities of practice: Learning, meaning, and identity. Cambridge University Press.