



Module Specification

Leading Literacy

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	4
Part 5: Contributes towards	5

Part 1: Information

Module title: Leading Literacy

Module code: UTLGY9-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Students will reflect on their own understanding of literacy development frameworks and theories and examine how to bridge the gap between what they know and how to apply it effectively in school. They will reflect on their own practice and that of others and critically evaluate theory and practice in terms of impact on professional development and whole school culture and practice in ensuring that every young person has the literacy skills to succeed across all curriculum areas.

The module is intended for current and aspiring leaders in schools.

Features: Not applicable

Educational aims: Develop understanding of theories related to how children become literate and the importance of using evidence-based approaches for developing language capabilities.

Recognise the role that language play across the curriculum and the need to support staff, of all subject specialisms, to develop pupils' language and literacy skills

Explore and evaluate aligning staff professional development with wider school improvement priorities for literacy

Critically reflect on the impact and outcomes of leadership practices in relation to leading literacy through curriculum, culture and motivation

Outline syllabus: Explore and evaluate theories of developing pupil's literacy, relating this to the complexities of implementation in the school context.

Recognise the role that literacy plays across the curriculum and the importance of supporting staff of all age phases and subject disciplines.

Recognise the need to improve literacy and outcomes for pupils, ensuring that every young person has the literacy skills to succeed across all curriculum areas

Examination of how to support teachers to use evidence-informed approaches for the development of pupil's literacy.

Articulating strategic directions for the development of literacy across the school

Create and evaluate literacy improvement strategies

Reflective enquiry into practices for effective professional development for literacy, linking it to teaching, the curriculum and assessment across the school

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods will include a mix of synchronous and asynchronous activities including webinars, meetings, lectures, readings, tasks and activities alongside independent study and tutor support.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Reflect on and critically appraise practitioner experiences as a leader of literacy

MO2 Articulate a developed understanding of and a personal rationale for leading literacy

MO3 Appraise and critically apply a relevant theoretical evidence base

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

E-learning/online learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/98427E10-EB32-11D6-6C0C-E9352454FB90.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/98427E10-EB32-11D6-6C0C-E9352454FB90.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: A written assignment focusing on a chosen area of interest to the student, critically reflecting on their practitioner experiences as a leader of Literacy. Students will explore relevant theoretical evidence bases for purpose, theoretical framework, new or opposing ideas in order to develop and assess existing knowledge and experiences.

Assessment components:

Portfolio (First Sit)

Description: A written assignment (2000-2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: A written assignment (2000-2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Distance] MA 2023-24

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