



## **Module Specification**

### **Leading Literacy**

Version: 2022-23, v1.0, 07 Jul 2022

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## Part 1: Information

**Module title:** Leading Literacy

**Module code:** UTLGY9-15-M

**Level:** Level 7

**For implementation from:** 2022-23

**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:** Frenchay Campus

**Field:** Secondary Education and Lifelong Learning

**Module type:** Standard

**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 - Component A (First Sit)**

Description: A written assignment (2000-2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio - Component A (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 2022-23