Celebrated in all states and territories since 1999, National Literacy and Numeracy Week is an Australian Government initiative conducted in collaboration with the Government, Catholic and Independent education sectors.

National Literacy and Numeracy Week focuses on literacy and numeracy practices that will improve the literacy and numeracy achievements of students from Kindergarten to Year 10 and celebrates successful literacy and numeracy projects and programs by schools and their local communities.

A wide range of literacy videos for teacher professional learning and parent support is available. Here are the 2010–2011 literacy videos available and in production:

**Supporting oral language development in the K–3 classroom**

Carmel Crevola  
(International Educational Consultant)  
*for teachers*

Crevola provides clear insights into supporting students’ oral language development that are relevant not only for the average classroom, but for ESL and students with language disabilities. She investigates the link between language and thinking and connections with teacher talk and instructional language in the classroom. (27.5 mins)

**Questioning strategies 3–6**

Therese Corben  
(Sydney Region Literacy Consultant)  
*for teachers*

Corben demonstrates and models questions about predicting and making connections in order to further develop students’ comprehension. Students are encouraged to freely participate and to see the relevance of the lesson content to their own world of experience. (13 mins)

**The benefits of whole-school literacy plans**

Professor Allan Luke  
(Queensland University of Technology)  
*for teachers*

Luke promotes building a sustainable, coordinated whole-school literacy program across all the K–6 years of primary school to support all students and prevent any from ‘falling between the cracks’. Recognising that NSW teachers are keenly aware of the Four Literacy Resources model, he builds on these and recommends developing a common dialogue; audits of student data, community and staff resources; and following his process for whole-school planning. He also recommends intellectual engagement and deflecting focus from preparation for state-wide testing. (37 mins)

**Creating effective persuasive texts within and beyond schooling**

Dr Sally Humphrey  
(Senior Lecturer, Australian Catholic University)  
*for upper primary and secondary teachers*

To assist teachers in more effectively teaching the features of persuasive texts, Humphrey outlines their many purposes. She specifically investigates persuasive exposition and provides a generic scaffold, models of different forms of analytic and hortatory exposition and rhetorical devices that can be used as interpersonal resources. (23.5 mins)
Children’s literature

Dr Alyson Simpson  
(The University of Sydney)

for teachers and parents

To develop literary consciousness as well as good spelling, fluency and comprehension, Simpson believes that strategies like modelled, shared and silent reading allow time for students to engage with books for pleasure as well as learning. She sees that teaching reading is important through all grades, not just the early years and that to achieve all literacy goals, teachers need to actively lead children to read a wide range of texts and respond in different ways, including critical discussion. (19 mins)

Science and literacy

Professor P. David Pearson  
(University of Berkeley)

for teachers

Pearson sees reading, writing and language not as goals but tools to teach science and that teachers should try to see the natural synergies between science and literacy. Science teaching can be enhanced using text and experience where the texts provide the first and second hand experiences, e.g. students visit a beach and examine the sand, rocks, etc and also read about beaches and then teachers integrate the literacy learning around appropriate vocabulary, comprehension, reading and writing. (30 mins)

NOW literacies – everyday classrooms reading, viewing and creating multimodal texts

Dr Jon Callow  
(The University of Sydney)

for teachers and parents

Callow explores how visual and multimodal texts can inform classroom teaching and discusses how teachers need to effectively integrate technology into their literacy classrooms using a variety of pedagogically sound teaching strategies and approaches. He sees that it’s both the prevalence and the sophistication of textual resources in more recent times that is significant and that teachers should select purposeful and quality texts for any literacy learning experience. (14 mins)

Explicit teaching as an ‘enabling’ literacy practice

Dr Christine Edwards-Groves  
(Charles Sturt University)

for teachers

Edwards-Groves encourages teachers to use effective literacy teaching as practice which ‘enables’ learners to participate in orchestrated arrangements in lessons. She sees explicit teaching as one of the enabling practices that afford learners the greatest opportunity to understand what is being taught along with emphasis on the interactive and reflective dimensions of classroom literacy practice. (15 mins)

For more information and resources, visit:  
http://www.nlnw.nsw.edu.au