

## **Building solid foundations: Learning development lecturers and content lecturers developing literacy skills.**

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A New Zealand-wide professional development initiative to raise tertiary educators' awareness of literacy and numeracy is addressing the need to improve first year students' literacy skills. This initiative included the development of the *Learning Progressions* which describe the key components of literacy and numeracy development in a series of steps from simple to more complex. This workshop will share examples of how learning development lecturers and content lecturers are using the progressions to underpin their work with students on literacy in relation to academic writing. Participants will be invited to critically discuss the examples presented as well as share similar initiatives of embedding literacy in Australian institutions or institutions further afield.

### **Outline of workshop:**

Presentation: The presenters will describe the context of their work in tertiary institutions in New Zealand and their involvement in the Learning for Living professional development initiative in 2008. As learning development lecturers working with first year students on their academic writing we have been interested to investigate why students' writing **may** not meet assignment criteria. The *Learning Progressions* have encouraged us to systematically look at all aspects of written texts (purpose and audience, spelling, vocabulary, language and text, planning and composing and revising and editing). Participation in the Learning for Living project allowed us to work with content lecturers to explore ways in which they could focus on developing all of these aspects in their students' writing.

The presenters will describe how they have used the progressions in one-to-one sessions working with students on their writing. They will also share examples of content lecturers' specific acts of integrating literacy skills in classroom activities.

The subsequent discussion will focus, firstly, on participants' responses to the New Zealand examples and, secondly, on a sharing of similar literacy initiatives and activities in their institutions. Finally, a record of the discussion will be collated and shared with participants following the conference.

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Nuts and Bolts