

Index

Aboriginal languages, teaching of 490 academic language 488 academic literacies distinguishing features 453-4 stages of development 484-6 transforming everyday knowledge into disciplined knowledge 455-6 academic meanings, representing and communicating 450–2 access to dominant language 489-90 accessibility of new media 35 active learning 135-8, 157-8 active meaning-making 128-9 adjectives 290 adverbs 290, 291 affinity spaces 54 African praise poems 421–2 age differences, and literacies learning 482–6 balance of 8,54-6 and diversity 56-8 Allpress, Aly 448–9 alphabetical principle 267 American sign language (ASL) 389, 472 analytic phonics 121–3, 255, 260 analytical literacies learning 79-80 Anderson, Richard 263, 482-6 Andrew, David 393 Animal Farm 252–3 Antram, Christopher 449 Apple, Michael 179 applied literacies learning 80 Arnold, Matthew 100, 192 Aspden, Mike 402-3 assessment see literacies assessment Au, Kathryn 470 audio meanings 232, 401 grammar of 403

learning 402-3 music and multimodal literacies 405-6 representation and communication in sound 403-5 Australian Aboriginal language map 22 Australian Curriculum approaches to grammar 304 aspects of authentic pedagogy 141 aspects of critical pedagogy 201 aspects of didactic pedagogy 87 conceptual and experiential aspects of literacy 266-7 general capabilities 52, 447-8 intercultural understanding 52-4 literacy across the curriculum approach 447 standard for Year 3 English 497-8 visual knowledge 355 authentic literacy 74, 85 authentic literacy curriculum learning to mean 133-5 natural learning 131-2 organisation 131-5 student-centred curriculum 140-1, 157-8 authentic literacy knowledge active meaning-making, 128-9 analytic phonics 121-3 contents 121-9 handwriting 124–5 process, conference or workshop writing 125-7, 135 self-directed reading 127-8 authentic literacy learners active learning and experiential immersion 135-8, 157-8 different interpretations and methods 135-7 generating motivation 137-8



546

authentic literacy learning	child development
for modern world 140–1	complex thinking 436
social relationships of 138–42	developing academic literacies 484–6
valuing of authenticity 138–40	initial literacies 484–5
authentic literacy pedagogy 120	linguistic-cognitive development 435–7
constructivism 142–3	and literacies learning 483–4
and knowledge processes 86, 142-3	towards conceptual thinking 437–8
limitations 139–40	Chomsky, Noam
moral economy of learning 138	on culture 297
process approach 157	on deep structures of meaning and surface
progressive approach 128–9, 139–40,	structures of language 295–6
157	on learning 298
whole language approach 123, 133–4,	transformational-generative grammar
260	296–7
authentic reading pedagogies 257	citizenship
authenticity, valuing of 138–40	and cultural and linguistic diversity
Ayers, William 179	51–4
175	literacies for 49–54, 61
balance of agency 8, 54–6	and literacies pedagogy 51–4
balanced approach to reading 263	civic-economic participation 7
Balraj, Shanthi 456–8	classroom discourse
Bennett, William 114	difference from other discourses 444–5
Bernstein, Basil 468–70	in old and new media 416–19
big data 517	classroom-embedded EAL/D or
bilingualism	ELL teaching 490
access principle 489–90	classroom learning ecologies, analytical
diversity principle 490–1	framework 88
steps to 488, 489	clauses 291–2
BioStories project 458–62	Cloonan, Anne 69–70, 242
Black Death 71	cloud computing 517–18
Black English Vernacular 180, 193	codes, Bernstein's theory of 470
blogging 69	cognition
Bloom, Alan 114	complex thinking 436
Bloom, Harold 100	designing meaning 434–5
Bloom's Taxonomy of Educational Objectives	human cognition and literacies 431
204	human thinking compared to other thinking
bodily configuration 386	in animals 430
bodily sensations, meanings of 379–83	and phonics 268–70
body talk 390–3	cognitive development
-	in children 437–8
Body Tracings project 393	literacies and 430–8
bottom-up education reform 11–12	towards reflexive consciousness of adult
boundary-crossing communicators 46 Braille 381	
Brenner, Joni 393	cognition 445–6
broadcast media 55–6	Collaborative Reasoning strategy 482–6 communication
Brown, Ann 483–4	definition 212
Bruner, Jerome 441	and meaning-making 217–18 representation and 5–7, 212–13
Callow, Jon 364	communication skills, for new workplace 46-
cars, idea of 344	communications technology, rise of new forms
Carter, Stephanie Power 394	32–4
Cazden, Courtney 416–19, 444–5	community life, literacies for 54–60
change, capacity to deal with 32	complex thinking 436



Index

comprehension 84	dimensions 195
as decoding 257	focus 179
reading comprehension 96–7	and knowledge processes 86, 201–2
strategies for developing 275–8	moral economy of learning 198
concepts 433	overview 176
conceptual literacies learning 77–9	values 179
conceptual thinking, development of 437–8	critical literacy 74, 79, 85
conceptualisation process 433-4	critical reading, strategies for developing 275–8
conference writing 125–7	critical thinking, through literacies 177–9
conformity, and didactic literacy pedagogy	crosswalk approach 202
112–14	Cuban, Larry 114
conjunctions 290, 291	cultural and linguistic diversity see diversity
consonants 271	culture wars 114
constructivism 142–3	Cummins, Jim 480–1, 488, 491
constructivist theories of learning 433	Cuthbertson, Ed 450
Bruner's stance 441	
developing metarepresentations 442–3	De Rooy, Sharon 448–9
literacies as extensions of mind 441–2	deliberate semantics 442
Piaget's stance 440	democratic curriculum 179
role of literacies in learning 441–2	design
school learning 444	in differentiated literacies instruction
towards reflexive consciousness of adult	139–40
cognition 445–6	in practice 225–6
Vygotsky on social learning 440–1	reading as 262
copying (handwriting) 104–6	design analysis 230
corporeal differences in literacies learning	dimensions of 249
470–2	elements of 239–43
Create school, Wisconsin 320	language choices and change types 294–5
criterion-referenced assessment 513	of written language 319–20
critical literacies curriculum	of written meanings 289
creation in new media 189–90	design elements, metalanguage to describe
multiple 'Englishes' 193	238–9
organisation 188–93	design pedagogy 226–7
postmodern concerns 190–2	designing
voice 188–9	acts of 222–3
critical literacies knowledge	and learner identities 227–8
addressing discrimination and disadvantage	designs
181–7	available designs 221–2
contents 177–88	meanings of 'design' 220–2
critical thinking 177–9	the re-designed 223–4
identity and literacy 180–1	Dewey, John 85, 128
interrogating texts 185	on assimilative force of education 139–40
popular culture 182–4	on generating motivation 137–8
critical literacies learners	on natural learning 131–2
building on lived experience 194–5	on progressivist education 128–9, 139–40
working in participatory media 195–6	diagnostic assessment 502, 508
critical literacies learning	didactic literacy 74, 85
human differences and social justice	didactic literacy curriculum organisation
198–201	applying objective thinking 103–4
social issues and moral dilemmas 196–8	delivering structured and sequenced
social relationships in 196–201	knowledge 102–3
critical literacies pedagogy aim 179	following syllabus, textbook and teacher 102–4
aim 179	



548

didactic literacy knowledge	e-portfolios 328
contents 89–101	economy, transition from industrial to
correct usage 93	knowledge economy 41
extending vocabulary 96–7	education
literature appreciation 99–101	distinguished from training 179
naming language structures 94–6	as a market 50
reading comprehension 97–8	objectives 39
reading fluency 98–9	postmodern education 181, 190-2
synthetic phonics 89–91, 255	primary function 38
traditional grammar 91–3	progressivist education 128–9
didactic literacy learners	promise of 7–8
activities 104–10	traditional classroom 44
copying 104–6	education reform, sources of change 11–12
formulae and repetition 106–9	elaborated code 469
memory work 109–10	Electricity Learning Module 235
didactic literacy learning	Elementary and Secondary Act 1965 (US) 468,
social relationships of 111–14	469
testing literacy 111–12	emancipatory literacy 179
valuing of conformity 112–14	empiricism 352
didactic literacy pedagogy 78, 79, 84	employees see workforce
and authority in language knowledge	endogenous growth theory 41
111–14	engaging with 277–8
exploring 86–7	English as an Additional Language or Dialect
and knowledge processes 86, 114–17	(EAL/D) or English Language Learner (ELL)
values 179	instruction
didactic teaching 86	access principle 489–90
difference, effects in literacies learning	diversity principle 490–1
467–75	politicisation of approaches 490–1
differentiated literacies instruction	social and academic languages 488
alternative navigation paths 481–2	varieties of 487
creating learning environment of productive	English language
diversity 482–3	Black English Vernacular 180, 193
the idea of design 139–40	internal divergence 34
knowledge processes 142–3	morphophonemic nature of 286
multimodality 140–1	multiple 'Englishes' 193
digital citizenship 513	standard English 193
digital media, accessibility of 35	traditional grammar 289–95
digital technologies, and communication of	epistemology 21
meaning 32–4	ergative-absolutive case 24–5
Disadvantaged Schools Program 468	exophoric reference 444
discrimination and disadvantage, addressing	experiential immersion 135–8
181–7	experiential literacies learning 77
diverse identities, literacies and 54	explanation genre 161–4
diversity	
and citizenship 51–4	Felicity television sitcom 366
and globalisation 49–50	field 155–6
as universal 56–8	Finn, Chester 114
Diving into Books Learning Module	first globalisation, emergence of first languages
250–2	20, 33
drama 394–5	first languages
dual language education 490	character of 21
Dudgeon, Dean 449	decline and death of 21–3
Dyirbal language 24–5	divergence between and within 24–5
	-



Index

diversity 23–4	explanation genre 161–4
dynamism 25	stages of 149–53
emergence 20	gesticulation 388
multimodal communications 25-6	gestural meaning 232
synaesthesia 26	grammar of 387–8
written languages compared to 26	learning through 373
flows, meanings of 373–8	making connections with other modes of
Flynn effect 502	meaning 390–8
formative assessment 502, 508, 517, 520–1	representation and communication of
Four Resources Model of reading 264	386–90
frames of action 386–8	gestural signing 389
Freebody, Peter 264	Gill, Keteurah 373
Freire, Paulo 179	Gill, Prue 450
Froebel, Friedrich 235	globalisation, and diversity 49–50
Fterniati, Anna 68–9	Good Vibrations learning module 402–3
functional grammar 300–1	Goodman, Kenneth 123, 133–4
functional literacy 74, 85, 150	Gorman, Sue 373, 402–3
functional literacy curriculum	Goulah, Jason 395
genre concept 158–9	government, changing status in society 50–1
metalanguage development 160–1	Graff, Harvey 112
organisation 157–64	grammar
writing an explanation text 161–4	approaches to 305
functional literacy knowledge	of audio meanings 403
contents 147–57	of gestural meaning 387–8
field, tenor and mode 155–6	of oral meanings 408
language structures and functions 153–5	of spatial meaning 375–6
purpose of texts 147–9	of tactile meaning 380–1
stages of a genre 149–53	of visual meaning 337–8
functional literacy learners, narrative writing	See also systemic-functional grammar;
165–6	traditional grammar; transformational-
functional literacy learning	generative grammar
social relationships of 168–72	graphemes 255
uses of genres in schools 168–70	graphonics 272–4
using socially powerful texts 171–2	Graves, Donald 135
functional literacy pedagogy 146	Green, James 141
development of 157–8	group demographics, and learner differences
genre-based pedagogy 147–8, 158	475–6
and knowledge processes 86, 173	Growing to Give learning module 448–9
learners doing literacy 165–6	Gutirréz, Kris 135
school success and social power 147–57	
teaching learning cycle 171–2	Halliday, Michael 155
and zone of proximal development 173	comparison of written meaning and oral meaning 412–11
Gee, James Paul 40, 184, 196	functional grammar 300–1
gender/gendre differences, and literacies	Hamlet 283
learning 473–5	handwriting
generalisation 433	authentic literacy pedagogy 124–5
Generation P, characteristics as learners 8–10	copying 104–6
genre-based pedagogy 147–8, 158	Hass Dyson, Anne 189
genres	heritage language education 490
at school 159, 168–70	Hertzberg, Mary 394
concept of 158–9	Hi-5 television series 69–70, 187
in curriculum areas 170	Hicks, Laura 450



550

Hirsch, E. D. 100–1, 114	and functional literacy pedagogy 86, 173
historical writing, assessment 514	historical roots of 74
Huckleberry Finn 415	in learning theory 77
human differences, and social justice	literacies activities 76
198–201	as pedagogical principles 82
human ear 405	as teaching and learning repertoire 80–1
human vision 344	knowledge representation and communication
The Hunger Games 70–1	514
	knowledge society, literacies for 41–2
icons 431	knowledge-era employees 41
ideational metafunction of language 301	
identity, and literacy 180–1	Ladson-Billings, Gloria 142–3
image-making process 350	language, metafunctions of 300-1
images, and words 341–2	language choices and change types 294–5
imagination 348–9	language differences
indicators 432	first languages 21, 23–5
Indigenous Australian students 472	renewed importance 34–5
industrial economy 42	language knowledge, authority in 111–14
industrial-era employees 41	language structures
inequality	and language functions 153–5
and emergence of writing 27	naming 94–6
in workplace 45–6	in transformative-generative grammar
initial literacies 484–5	295–6
intelligence assessments, compared to	language turn 335
standards-based assessment 501	learner differences
intelligence testing 499–502	corporeal differences 470–2
interactionist theory 500	demographic dimensions 467
interjections 290	effects on literacies learning 467–75
internet, regulation 50	intervention strategies 481–2
interpersonal metafunction of language 301	language background 487
interpretation 215–16	lifeworld attributes 476–8
interrogating texts 185	material differences 467-70
intervention strategies 481–2	problems of group demographics and
IQ bell curve 500	475–6
IQ testing 499–502	symbolic differences 472-5
	learners doing literacy
Japanese language learning 395	active learning and experiential immersion
	135–8
Kenway, Jane 475	authentic pedagogy 135–8
Kiddy, Robyn 448–9	copying 104–6
kindergarten 235	didactic pedagogy 104–10
knowledge economy 38, 42	formulae and repetition 106–9
knowledge processes	functional literacy pedagogy 165-6
approach to literacies 72, 73–4	genre scaffolds and independent
in authentic pedagogy 86, 142–3	construction 165–6
and Bloom's Taxonomy of Educational	memory work 109–10
Objectives 204	learning
in classroom terms 74–7	role of literacies in 441–2
and critical literacies pedagogy 86, 201–2	and synaesthesia 234–6
and didactic pedagogy 86, 114–17	and transformation 224
in differentiated literacies instruction	in zone of proximal development 439
142–3	Learning by Design project 75
emphases of literacies pedagogies 86	learning theory, knowledge processes in 77



Index

lexico-grammatical features 168	literacies learning
Libbis, Kylie 403	across the curriculum 448–50
lifeworld attributes, and learning 476–8	age differences and 482-6
lifeworld meanings, transforming into	and child development 483–4
academic meanings 456–62	corporeal differences 470–2
Lin Yi's Lantern 373	and different language backgrounds 48:
literacies	effects of difference 467–75
across the curriculum 446–8	gender/gendre differences 473–5
for citizenship 49–54, 61	initial literacies 484–5
and cognitive development 430–8	lifeworld attributes and 476–8
for community life 54–60	material differences and 467–70
and diverse identities 54	and physical and mental abilities 471–2
as extensions of mind 441–2	and race 469
for knowledge society 41–2	and sex/sexuality differences 471
for learning 439	symbolic differences in 472–5
new literacies for changing times 59–60	literacies pedagogy
opportunities and 39	comparison of approaches 205
paradigms 85–8 purposes 40	crosswalk approach 202
role in learning 441–2	examples from contemporary classrooms 68–72
8	
as tool for taking control of one's life 196–201	framework for analysing 88 knowledge process emphases 86
9	knowledge processes approach 71
for work 40–9, 61	timeline of paradigms 85
literacies assessment	towards a robust literacies pedagogy 202–4
across discipline areas 513–15	
classical assessment tyes 502	literacies standards
criterion-referenced assessment 513	assessing 499–502
diagnostic assessment 502, 508	idea and practice of 497–9
formative assessment 502, 508, 512–13,	literacies teaching and learning
517, 520–1	multiliteracies approach 1–2
historical writing 514	multimodality and 2
measures 503	new basics 4–5
for new media and new learning 509–15	old basics 3, 5
norm-based assessment 513	orientations to 73–4
norm-referenced assessments 503	social diversity and 1–2
perspectives 503	literacy
purposes of 502–3	across the curriculum 446–8
reflexive assessment 513	as emancipatory practice 179
science writing 513–14	and identity 180–1
select response assessment 506–7, 516	and nationalism 31, 49
self-referenced assessment 505	and social logic of industrialised society
situated assessment 508	30
summative assessment 502, 508, 517,	and social pressures to uniformity 30–1
520–1	literacy curriculum, organisation of
supply response assessment 506, 507–8,	applying objective thinking 103–4
516	authentic literacy pedagogy 131–5
testing controversies 505–9	delivering structured and sequenced
literacies assessment technologies 515–21	knowledge 102–3
big data 517	didactic literacy pedagogy 102–4
cloud computing 517–18	functional pedagogy 157–64
NLP technologies 518	process pedagogy and natural language
semantic tagging technologies 518–19	growth 131–5



552

literacy knowledge, contents of	mental images 334, 347–8
authentic literacy pedagogy 121–9	mental models, and reading 260–2
correct usage 93	metalanguage
critical literacies pedagogy 177–88	development 160–1
didactic literacy pedagogy 89–101	dimensions of 160
extending vocabulary 96–7	metarepresentations, developing 442-3
functional pedagogy 147–57	micro-organisms activity 458
literature appreciation 99–101	Miller, Bill 403
naming language structures 94–6	Mills, Kathy 69, 235–6
reading comprehension 97–8	mode 155–6
reading fluency 98–9	modernity 29
school success and social power 147–57	Montessori, Maria 85, 128, 132, 235
traditional grammar 91–3	Moodie, Ruth 390–1
traditional topics and approaches 89–101	moral dilemmas, investigating 196–8
literary canon 84, 100	moral economy of learning 138, 198
literature appreciation 99–101	morphemes 275, 291
look–say approach to reading 258–60, 275	morphophonemic language 286
Lopez-Gopar, Mario 473	motivation, generating 137–8
Luke. Allan 264	Multicultural Choral Connections learning
Luke, man 204	module 405–6
Macedo, Donaldo 179	multilingualism
Mackey, Margaret 366	and first languages 24
Martin, Karen 472	return to 34–5
material differences, and literacies learning	social languages and 39–40
467–70	transformative multilingual learning
mathematics writing, assessment 515	491–3
McLaren, Peter 188	
meaning	multiliteracies' approach to literacy 1–2 agendas 3–5
9	major aspects 1
designing 434–5 modes of 232–3, 407	multimodal communicators 46–7
meaning-design process 222 meaning-making 211	multimodal early literacies 357 multimodal literacies
cycle of 217	
·	image and other modes of meaning 359–61
as design process 220–8	and music 405–6
as dynamic process 218–19	towards 236–8
five questions about meaning 317–18	
interpretation 215–16	visual representation and communication 336–41
primary ways of 215	
reading as 256–7	multimodal literacies learning 395–8
in representation and communication	multimodal meaning
212–19	elements of design analysis 239–43
resources for 220	grammar of 242
in today's world 212–13	multimodal theory of representation and
meaning-making systems	communication, modes of meaning in
first globalisation 20, 33	230
history of 20	multimodal writing, using new media 243–4
inheritance of 434–5	multimodality
second globalisation 26–9, 33	in differentiated literacies instruction
third globalisation 32	140–1
meaning systems see meaning-making systems	first languages and 25–6
meanings in situations, realised by texts 301	literacy learning and 2
memory work 109–10	nature of 230–1
mental antities and literacies learning (4/1 ')	and new media 228-9



Index

return to 34	Ordinary People, Extraordinary Destinies
towards multimodal literacies 236-8	Learning Module 283
Murray, Donald 135	Other, the 181
music, and multimodal literacies 405–6	other, the for
music, and multimodal meracies 403–6	T 1' 400 4
	Palinscar, Annemarie 483–4
narrative	Pandian, Ambigapthy 456–8
dimensions of genre 166	Parkin, Bianca 448–9
engagement with 55	participant communicators 46
nature of texts 170	participatory culture 195
writing 165–6	participatory learners see Generation P
8	
nationalism, and literacy 31, 49	participatory media, working in 195–6
Natural Language Processing (NLP) 293	passion project 68, 189–90
natural language processing (NLP) technologies	pedagogical scaffold 155
516, 518	perception, psychology of 345
neoliberalism 50–1	perceptual images 334, 343–7, 348
Neville, Mary 365–6	Perceptual Reasoning Index 501
new basics of literacy learning	personal enablement 7
elements 4–5	phonemes 255, 271
and new learning 6	phonics
new capitalism see Post-Fordism	analytic phonics 121–3, 255
new learners see Generation P	approaches to 256, 266-7
new learning	and cognition 268–70
learner characteristics 11	complexity of 257, 270–2
and new basics of literacy learning 6	concepts 268–9
teaching practices 11	and learning written meaning 274–5
0.1	synthetic phonics 89–91, 123, 255
New London Group 1, 75	
new media	phrases 291
accessibility 35	physical abilities, and literacies learning 471–2
multimodal writing using 243–4	Piaget, Jean 78
and multimodality 228–9	constructivist theory of learning 440
students as creators in 189–90	pictorial turn 336
No Child Left Behind Act 2001 (US) 468	Pierce, Charles Sanders 431
norm-based assessment 513	Placemat Curriculum Planning Tool 76
norm-referenced assessments 503	popular culture 182–4
	1 1
Nott, Jennier 450	Post-Fordism 42–4
nouns 290, 291	postmodern education 181, 190–2
	praise poems 421–2
objective thinking, applying 103–4	prepositions 290, 291
old basics of literacy learning 4–5	probability concept 450
Onion Tears 394	procedures (factual texts) 168
opportunities, literacies and 39	process writing 125–7, 135, 157
oral meanings 232, 401	productive diversity 482–3
classroom discourse in old and new media	progressive pedagogy see authentic literacy
416–19	pedagogy
compared to written meanings 409–14	progressivist education 128–9, 157
crossovers with written meanings 414–23	pronouns 290, 291
grammar of 408	proto-writing 225
how speaking is different from writing	pseudo-concepts 436
406–9	psycholinguistics 260
learning 402–3	Purcell-Gates, Victoria 468
synaesthesia and learning 419–23	rarceir dates, victoria 100
	race and literacion leaveing 470.1
writing-like speech and speech-like writing	race, and literacies learning 470–1
414–16	Ramus, Petrus 102–3



554

rap 422–3	Schools Commission 468
Ravitch, Diane 114	science literacies 451–5
reading	assessing 513–14
balanced approach 263	for early childhood 367
beginning reading 267	in practice 456–62
as decoding 255, 256–7	second globalisation, emergence of writing
as design of meaning 262	26–9, 33
Four Resources Model 264	select response assessment 506–7, 516
hybrid approaches 263–4	self-directed reading 127–8
immersion approach 263	self-referenced assessment 505
interpretation 135–7	semantic tagging technologies 518–19
learning to read in written mode 250, 264–6	semiosis 213–15
look–say approach 258–60, 275	semiotics 213
as meaning-making 256–7	Sense about Science literacy project 456–8
and mental models 260–2	sense (symbolising) 434
self-directed reading 127–8	sentences 292
strategies for developing critical reading	sex/sexuality differences, and literacies
275–8	learning 471
synthetic phonics approach to 255	shadow puppetry learning module 373
whole language approach 123, 133–4, 260	The Shark Net 367
working at 253–4	Shor, Ira 188
reading comprehension 97–8	sign language 389, 472
reading fluency 98–9	sign systems 213–15
Reading Recovery 482	signs
reading skills, constrained and unconstrained	icons 431
262	indicators 432
reading wars 257, 266	symbols 432–4
Reciprocal Teaching strategy 483–4	Singing Together, Giving Together learning
recounts 168	module 403
reference (symbolising) 434	situated assessment 508
reflexive assessment 513	Smith, Kim 373
reflexive communicators 46	social diversity, and literacy learning 1–2
reflexive pedagogy 520	social equity 7
reports 168	social groups, demographics of 467
representation 212	social issues, investigating 196–8
communication and 5–7, 212–13	social justice, and human differences 198–203
and meaning-making 215–17	social languages 488
representations about 442–3	and multilingualism 39–40
resource sharing sites 56	and older EAL/D learners or ELLs 488
Response to Intervention strategy 481–2	social media spaces 57
restricted code 469	social mobility 7, 470
Rimmington, Ryan 405–6	social networking 56
Rousseau, Jean-Jacques 85	social power 147–57
	social relationships of literacy learning
saccades 258	authority in language knowledge 111–14
schemas 261	benefits of learning powerful text forms
Scholar 10, 15–16, 320, 517, 520	168–72
school	functional literacy pedagogy 168–72
genre types 159	self-expression in learner-centred pedagogy
success and social power 147–57	138–42
uses of genres 168–70	testing literacy 111–12
School Fun Fair project 69	valuing authenticity 138–40
school learning 444	valuing authority 112–14
	0 · · · · · · · · · · · · · · · · · · ·



Index

socio-economic differences, and literacies	Tan, Jennifer Pei-Ling 69
learning 467–70	Taylor, Lisa 491
Soundscapes learning module 403	teaching practices
'Soweto for Young Freaks' [poem] 421–2	for new learning 11
spaces, meanings of 373-8	new teachers 10–11
spatial meaning 232	television 55–6
grammar of 375–6	tenor 155–6
learning through 373	Terman, Lewis 499
making connections with other modes of	testing literacy 111–12
meaning 390–8	textbooks, invention 102-3
spaces and flows 373–8	texts
speaking, and writing 284–6	engaging with 277–8
speech-like writing 414–16	interrogating 185
spelling	purpose of 147–9
invented spelling 124	socially powerful texts 171–2
memorising 109–10	textual metafunction of language 301
standard English 193	third globalisation 32
standards see literacies standards	Thompson, E. P. 138
standards-based assessment, compared to	thoughtful communicators 46
intelligence assessments 501	top-down education reform 12
Stanford-Binet Intelligence Test 499, 500	Torres Strait Kriol 366–7
state, the, changing significance of 50–1	toys, and tactile learning 383–5
student-centred curriculum 140–1	traditional grammar 91–3
summative assessment 502, 508, 517, 520–1	complexities and challenges 292–3
supply response assessment 506, 507–8, 516	correct usage 93
syllables 272	of English 289–95
symbolic differences, in literacies learning	parts of speech 289–91
472–5	pedagogy of 293–4
symbolising, dimensions of 434	syntax 291–2
symbols 432–4	training, distinguished from education
synaesthesia	179
and learning 234–6, 419–23	transformation, and learning 224
paths to 359–68, 390–8, 414–23	transformational-generative grammar
process of 233–4	application to education 298–300
synaesthetic civilization 26	Chomsky's grammar 296–7
synaesthetic learning, classroom examples	culture and learning 297–8
364–8	deep structures of meaning and surface
syntax, in traditional grammar 291–2	structures of language 295–6
synthetic phonics 89–91, 123, 255, 260	sentence structure 296–7
systemic-functional grammar	similarities to traditional grammar 300
compared to traditional and transformative	transformative multilingual learning
grammars 302–8	491–3
Halliday's functional grammar 300–1	transitional bilingual education 490
meaning and function in 302	Trash 252
systems of meaning see meaning-making systems	
	ubiquitous learning 10
tactile meaning 232	US Common Core State Standards
bodily sensations 379–83	approaches to grammar 304
children, toys and tactile learning 383–5	authentic pedagogy 141
grammar of 380–1	critical pedagogy 201
learning through 373	didactic pedagogy 87
making connections with other modes of	literacy across curriculum 447
meaning 390–8	writing standard for Grade 7 497
	-



556

Van Haren, Rita 72, 373, 402–3, 448–9, 450	workforce
Verbal Comprehension Index 501	past compared to present 41
verbs 290, 291	skills needed for future 47–9
video games 184, 196	workplace
visual communication 349–52	communication skills for 46–7
visual design 336, 352–4	drivers of change and future skill
visual design analysis, making visual meaning	requirements 47–9
358–9	Fordist compared to post-Fordist
visual design process	organisation 44
available designs 352–3	inequality 45–6
in the classroom 354–7	new language of work 44–5
designing 353	post-Fordism in 42–4
(the re-)designed 354	workshop writing 125–7
visual communication 349-52	World War 1 learning module 450
visual design 352–4	World Wide Web Consortium 50
visual meaning 232	writing
grammar of 337–8	as artefact or technology 19
making connections with other modes of	as cognitive and social learning process
meaning 359–68	329–30
parallels and differences with other modes of	conference writing 125–7
meaning 361–4	cultural effects 31–2
visual meaning-making 334, 354, 358–9	developing across the school years 308-13
visual representation and communication	development of 441–2
multimodal literacies 336–41	emergence of 26–9
word and image 335–6	impact on ways of life and thought 30
vocabulary	learning to write 282–3
extending 96–7	loss of privileged place 34
strategies for developing 275–8	as privileged mode of meaning 31
voice, finding 188–9	process writing 125–7, 135
vowels	social and cognitive interactions in 330
and consonants 271	speaking and 284–6
learning 268	speech-like writing 414–16
Vygotsky, Lev 77, 78, 173	spread of 28–9
on development of writing 441–2	working at 284–9
on reflexive consciousness 445	workshop writing 125–7
on school learning 444–5	writing analytics, in Scholar 520
on social learning and language development	writing-like speech 414–16
440–1	writing process
stages of child linguistic-cognitive	annotations 327
development 437–8	checker tools 324
zone of proximal development 77, 140–1,	feedback 326
173, 439	impact of technologies on 287
	phases 318–29, 512
Wagner, Tony 40–1	planning a draft 323
Warrgamany language 24–5	prewriting stage 322
Wechsler Intelligence Scale for Children 500	producing a draft 323
What's with the Weather learning module	review ratings 325, 326
449	review stage 324
whole language approach to reading 123,	revision stage 327
133–4, 260	written language, multiliteracies design
Wombat Stew 250	analysis 319–20
words 272, 289–91	written meanings 232, 248
work literacies for 40–9 61	compared to oral meanings 409–14



Index

557

compared to visual meanings 363
crossovers with oral meanings 414–23
design analysis 289
learning both ways 274–5
priority of graphemics over phonics 272–4
privileged over visual meaning 335–6
written mode, learning to read in 250

written text, errors and changes in 287-9

Yolnu Garma Festival 25

Zanotto, Tayla 402–3 zone of proximal development 77, 140–1, 173, 439