

**Concurrent Panel Sessions:  
Abstracts****Theme: Pathways and intersections****Day 1 Session 1.4****Panel 5: Intersections between personal and academic understanding****Holding up mirrors: reflections on academic literacy development across course curricula****V. Rosario**

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The aim of the HEPPP funded project presented here is to embed support for the development of academic literacies (Lea & Street 1998) by developing inclusive curricula in courses with a high percentage of students from low socioeconomic status (LSES) backgrounds (Devlin et al. 2012). Reflection is central in both the Bachelor of Early Childhood Education (BECE) and the Bachelor of Social Work, and the student profiles in these two courses mirror each other, but the approach taken differs.

Many BECE students enter university through a TAFE pathway, some have low or no school exit scores and may have faced significant educational disadvantage in the past (Whittington et al. 2009). The BECE team responded to the invitation to use the Harper (2011) framework for academic literacy mapping by revising it and making it their own. Similarly, a large proportion of social work students are mature aged and first in their family to attend university with many entering via the TAFE sector (Goldingay et al. 2011). This earlier study found differences between staff and student perceptions of the academic skills needed for success, so resources developed through the project drew on the student voice and student perceptions to invite new students into disciplinary practices. This presentation will illustrate the approaches taken by Language and Learning Advisers (LLAs) working collaboratively with these two academic teams to help academic staff reflect on, scaffold and support the development of the academic literacies relevant to their discipline and provide more relevant feedback (Jolly 2001).

**Key words:**

academic literacies ; TAFE pathways; inclusive curriculum development; LSES students; increasing participation; widening participation; collaborative approaches

References:

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