



School of Education

EDST2003

Learning and Teaching: Language, Literacy  
and Numeracy

Term 1, 2020

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### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 2003 Learning and Teaching: Language, Literacy and Numeracy (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course Convenor: Chris Davison  
Office Location: Morven Brown, G23  
Email: [c.davison@unsw.edu.au](mailto:c.davison@unsw.edu.au)  
Availability: Wednesdays 1-5 pm, Thursdays 1-5 pm

Tutor: Sara Mashayekh  
Email: [sara.mashayekh@unsw.edu.au](mailto:sara.mashayekh@unsw.edu.au)  
Tutor: Lisa Gilanyi  
Email: [lisa.gilanyi@unsw.edu.au](mailto:lisa.gilanyi@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Perspectives in Learning and Teaching	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 120 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>	
	CRS	CR01 (Course Enrolment, UGRD)
	LEC	A Wed 11-13 (w1-10, Ritchie Th)
	TUT	F10A Fri 10 (w1-10, AinswthG01)
	TUT	F12A Fri 12 (w1-10, Quad G034)
	TUT	F13A Fri 13 (w1-10, Col LG02)
	TUT	H12A Thu 12 (w1-10, Law 276)
	TUT	H15A Thu 15 (w1-10, Gold G09)
	TUT	H16A Thu 16 (w1-10, Quad 1001)
	TUT	H17A Thu 17 (w1-10, Quad 1001)

## SUMMARY OF COURSE

This course will engage in substantive exploration of key concepts, issues, and debates in language, literacy, and numeracy education, with particular reference to the language, literacy, and numeracy demands of the secondary curriculum and





## 6. COURSE CONTENT AND STRUCTURE

Module/ date	Lecture topic	Tutorial focus	Required reading
1 19/2	<p><b>Introduction: Understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum</b></p> <p>Learner diversity: EAL/D students in Australia (including Aboriginal and Torres Strait islanders) and EAL/D students with limited schooling; low literacy learners</p> <p>The role of language, literacy and numeracy in schooling</p>	<p>(Tutorials start in week 1): Meeting and greeting. Reflection on prior learning experiences and exploring challenges</p> <p>Activities for the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE)</p>	<p>Chapters 1, 3 in Gibbons (2009)</p> <p>*Hammond (2012); Unsworth (1999)</p> <p><a href="https://teacheredtest.acer.edu.au/prepare/practice-material">https://teacheredtest.acer.edu.au/prepare/practice-material</a></p> <p><a href="https://education.arts.unsw.edu.au/students/resources/national-literacy-and-numeracy-test/">https://education.arts.unsw.edu.au/students/resources/national-literacy-and-numeracy-test/</a></p>
2 26/2	<p><b>Planning for numeracy across the curriculum</b></p> <p>Demands and opportunities</p>	<p>Unpacking demands and opportunities for numeracy instruction</p> <p>Online activities for LANTITE preparation</p>	<p>NSW Department of Education: Numeracy <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy">https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy</a></p> <p>*Goos, Geiger, &amp; Dole. (2012a &amp;b); Sellars, 2018a; Thornton &amp; Hogan (2005)</p> <p><a href="https://www.openlearning.com/courses/lantitenumeracy">https://www.openlearning.com/courses/lantitenumeracy</a></p>
3 4/3	<p><b>Principles and strategies for teaching numeracy</b></p> <p>Principles for effective teaching. Designing good tasks. Scaffolding students with different readiness for learning</p> <p><i>(Guest lecturer: Prof Kim Beswick, 11-12.00)</i></p>	<p>Apply pedagogical principles for numeracy, design effective numeracy lessons</p> <p>LANTITE Preparation</p>	<p>*Muir (2008, 2016); Parkin &amp; Hayes (2006), Sellars, 2018b; Sullivan (2011)</p>
4 11/3	<p><b>Planning for language and literacy across the curriculum</b></p> <p>Demands and opportunities. Principles for effective teaching. Designing good tasks. Multiliteracies pedagogy; The four resources model; Differentiation and scaffolding. The importance of oral language development.</p>	<p>Applying the four resource models and scaffolding</p> <p>Additional online activities for LANTITE preparation</p>	<p>Chapters 2 &amp; 3 in Henderson (2015), Chapter 1 in Gibbons (2002)</p> <p>*Michell &amp; Sharpe (2005), Gleeson &amp; Davison (2019)</p> <p><a href="https://mcq.nesa.nsw.edu.au/course/school-certificate/english-literacy/">https://mcq.nesa.nsw.edu.au/course/school-certificate/english-literacy/</a></p>
5 18/3	<p><b>Language and academic literacy: Vocabulary and grammar</b></p> <p>Everyday vocabulary vs. subject-specific</p>	<p>Vocabulary and grammar related activities</p> <p>Online activities for LANTITE preparation</p>	<p>Chapter 5 in Henderson (2015)</p> <p>*Hauser (2007); Stahl &amp; Bravo (2010); Tow g0 G[Haus]</p>

	vocabulary. Language choice to convey technical/abstract meanings. Teaching strategies. The role of oral language		<a href="https://www.nap.edu.au/naplan/the-tests">https://www.nap.edu.au/naplan/the-tests</a> <a href="http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests">http://sta.education.gov.uk/professional-skills-tests/literacy-skills-tests</a>
6 25/3	<b>Language and academic literacy: Reading</b> Principles for engaging with academic literacy Activities for engaging with academic literacy Supporting academic reading with strategies. The role of oral language.	Activities to promote reading engagement and strategic reading  LANTITE preparation	Chapters 4 and 5 in Gibbons (2009) Chapter 5 in Henderson (2015)
7 1/4	<b>Language and academic literacy: Writing</b> Focus on genre Scaffolding genres in the classroom The teaching and learning cycle The role of oral language. Feedback on writing	Activities to promote writing; effective feedback practices  LANTITE Preparation	Chapter 13 in Henderson (2015); Chapter 6 in Gibbons (2009); *Luttrell & Parker (2001) NSW Department of Education: Writing <a href="https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing">https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing</a>

## **7. RESOURCES**

### **Textbooks**

Gibbons, P. (2009). English learners, academic literacy and thinking: Learning in the challenge zone. Portsmouth NH: Heineman.

Henderson, R. (Ed.) (2015). Teaching literacies in the middle years: Pedagogies and diversity (2<sup>nd</sup> edition). Melbourne: Oxford University Press



- NSW Department of Education: Numeracy <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy>
- NSW Department of Education: Writing <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing>
- Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. <http://www.readtosucceedbuffalo.org/documents/30MillionWordGap.pdf>
- Sullivan (2011). Teaching mathematics: Using research-informed strategies. *Australian Education Review*. <https://research.acer.edu.au/cgi/viewcontent.cgi?article=1022&context=aer>
- Parkin, B. & Hayes, J. (2006). Scaffolding the language of maths. *Literacy Learning: The Middle Years*, 14(1), 23-35.
- Sellars, M. (2018a). Mathematics and numeracy in a global society. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 5-21). Singapore: Springer Nature.
- Sellars, M. (2018b). Teaching and learning for numeracy competence. In M. Sellars (ed.). *Numeracy in Authentic Contexts* (pp. 23-37). Singapore: Springer Nature
- area academic language. *Journal of Adolescent and Adult Literacy*, 58(5), 376-387.
- Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. *Curriculum and Leadership Journal*, 3(16) [http://www.curriculum.edu.au/leader/numeracy\\_across\\_the\\_curriculum,9770.html](http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html)
- Unsworth, L. (1999). Developing critical understanding of the specialised language of school science and history texts: A functional grammatical perspective. *Journal of Adolescent and Adult Literacy*, 42(7), 508-521.
- Unsworth, I. (2002). Changing dimensions of school literacies. *The Australian Journal of Language and Literacy*, 25(1), 62-77.

### **Key websites:**

Online LANTITE resources at the School of Education UNSW:

<https://education.arts.unsw.edu.au/students/resources/national-literacy-and-numeracy-test/>

ACARA (2012) *English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression*. <https://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-language-or-dialect>

ACARA Literacy

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/>



## 8. ASSESSMENT

## Assessment Details

**Hurdle requirement: Consider your language, literacy and numeracy experiences as a student (Bring as hard copy to be shared in first tutorial, to be kept by tutor).**

**Details:** 500 words

Consider your language, literacy, and numeracy experiences as a student. Use the following questions to guide your reflection:

1. To what extent were your language, literacy, and numeracy experiences different from those of your peers? To what extent are they similar?
2. To what extent were your language, literacy, and numeracy experiences different from what your teachers expected? To what extent were they similar?
3. What did you do in response to any language, literacy, and numeracy issues that came up?
4. Would you behave similarly or differently with your students than your teachers did with you? Why?
5. In what ways could your own language, literacy, and numeracy skills impact your teaching

## Assessment 1: Reflection

**Details:** Analyse three sample pieces of work from a secondary student, according to the format provided. Then write a reflection which clearly identifies and justifies at least three strengths and three areas for improvement for each piece in terms of literacy and numeracy needs. Which s.9]TJ-2(h)-9TDifies and j

## **Assessment 2: Analytical Paper**

**Details:** Plan one literacy-related and one numeracy-related activity, preferably in one of your two method areas and write an analytical paper in which you identify and describe strengths of your planned activities in relation to different lecture topics from the course

Plan one literacy-

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