

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Literacy and Numeracy Across the Subject Areas
Unit ID:	EDMAS6048
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This unit is designed to enhance knowledge and skills related to the effective teaching of literacy and numeracy across discipline-specific subject areas in secondary schools. It begins with the critical exploration of personal literacy and numeracy experiences. PSTs examine the nature and function of literacy and numeracy in school and society and the links to ongoing learning and opportunity. PSTs develop expertise in the explicit teaching of reading, writing and numeracy across the curriculum and trial and evaluate evidence-informed teaching approaches in school contexts. They learn how to enhance reading comprehension, subject-specific vocabulary, writing proficiency and incorporate the explicit teaching of numeracy and problem-solving. They build knowledge of multi-tiered systems of support and examine why they are effective in the teaching of literacy and numeracy. PSTs learn about the nature of critical literacy and examine the way new technologies are impacting on literacy and numeracy practices.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory					✓	
Intermediate						
Advanced						

Learning Outcomes:
Knowledge:

- K1.** Examine the nature of literacy as a complex, changing, contentious concept which incorporates linguistic, social, and cultural knowledge and which is central to lifelong learning and all discipline-specific curriculum areas.
- K2.** Appreciate the nature of numeracy and the extent to which it encompasses mathematical concepts and skills (e.g. numerical, spatial, graphical, statistical, and algebraic), mathematical thinking, problem solving strategies, and how these concepts and skills are applied to real-life contexts.
- K3.** Critically examine the links between literacy, numeracy, equity, and opportunity.
- K4.** Understand the research that shows explicit reading and writing comprehension instruction, tailored to discipline-specifics content, improves students' academic learning.
- K5.** Examine the literacies (including vocabularies) and numeracies specific to different discipline areas so that they can be used competently and explicitly taught.
- K6.** Know, use and evaluate a range of teaching strategies and scaffolds for enhancing reading, writing, speaking and listening skills and understand how metacognitive awareness of strategies and self-regulation develops literacy.
- K7.** Reflect on the nature of critical literacy and its relevance to curriculum areas.
- K8.** Interrogate new communication technologies, what it means to be "multi-literate", and examine the impact of technologies on literacy and numeracy practices.
- K9.** Know a broad range of engaging resources, including ICT that build students' literacy and numeracy skills.

Skills:

- S1.** Identify the features of different text-types and be able to teach and assess reading, writing, speaking, viewing and listening using a range of tools.
- S2.** Apply numeracy skills and mathematical thinking to learning and teaching contexts within curriculum.
- S3.** Select, interpret, use and critically evaluate a range of texts, including ICT, to meet a range of educational purposes.
- S4.** Critically analyse and lead discussion online about a range of research papers and resources related to literacy and numeracy learning, multi-literacies, and pedagogical practices.
- S5.** Critically reflect on and enhance personal literacy and numeracy skills.
- S6.** Collect and organise effective teaching strategies and scaffolds that enhance literacy and numeracy in relevant discipline-specific curriculum areas.
- S7.** Use a range of tools in professional learning communities to evaluate teaching strategies and the impact on students' learning in relation to literacy and numeracy.

Application of knowledge and skills:

- A1.** Read selected research on the teaching of literacy and numeracy across the curriculum and respond in an online, dialogic forum.
- A2.** Trial and evaluate a literacy and/or numeracy teaching strategy and share approach with peers in a self-designed teaching resource suitable for teachers to use across subject areas.
- A3.** Demonstrate personal literacy skills.
- A4.** Demonstrate personal numeracy skills.

Unit Content:

1. Personal experiences and assumptions related to literacy and numeracy and understanding the links to identity, learning, equity and opportunity.
2. The discourses, subject-specific vocabulary and semiotics inherent in discipline-specific curriculum and the impact on knowledge development and written and oral expression.
3. Teaching subject-specific vocabulary.
4. Effective reading instruction through explicit teaching including phonemic awareness, fluency, vocabulary, comprehension strategies, oral language, critical literacy and metacognition.
5. Effective writing instruction through a focus on subject-specific texts and their linguistic features.
6. Conceptual understandings of numeracy and the research that shows that numeracy is a fundamental component of thinking and learning, discourse, and critique across the subject areas.
7. Effective approaches to numeracy instruction across the subject areas.
8. Multi-tiered systems of support and the relationship to evidence-informed teaching practices in literacy and numeracy.
9. Multi-literacies and the impact of new technologies on literacy learning and pedagogy.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations.	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning.	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities.	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, K9, S3, S4, S5, S6, A1	Read selected research on the teaching of literacy (reading and writing) and numeracy across the curriculum, including research on Multi-tiered systems of support, and post analytical responses, reflections on personal reading strategies, and approaches for teaching in an online, dialogic forum.	Online Forum	40-60%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K5, K6, K7, K9, S1, S2, S6, S7, A2	Trial and evaluate a literacy and/or numeracy teaching strategy and share approach with peers in a self-designed teaching resource suitable for teachers to use across subject areas.	Teaching Performance	40-60%
A3	LANTITE Literacy Test (external)	Hurdle	S/UN
A4	LANTITE Numeracy Test (external)	Hurdle	S/UN

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)