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 course is designed to enhance knowledge and skills related to the effective teaching of literacy and numeracy across subject areas in secondary schools. It begins with the exploration of personal literacy and numeracy experiences and examines the discourses and vocabulary that exist within subject areas. PSTs learn how to use a range of strategies for teaching literacy and numeracy, including the use of ICT. PSTs critically examine the use of ICT in schools and learn about the use of ethical and safe practices. They learn about, trial and evaluate approaches which develop young people as multi-literate, critical thinkers

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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:

On successful completion of the course pre-service teachers will demonstrate their capacity to:

Knowledge:

K1. Examine the nature of literacy as a complex, changing, contentious concept which incorporates social and cultural knowledge and which is central to all areas of learning.

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 can be applied to real-life contexts.

K3. Critically examine the links between literacy, numeracy, equity and opportunity.

K4. Examine the literacies (including vocabularies) and numeracies specific to different subject area discourses so that they can be used competently and explicitly taught.

K5. Know, use and evaluate a range of teaching strategies and scaffolds for enhancing reading, writing, speaking and listening skills relevant to all courses in secondary school and understand how metacognitive awareness of strategies and self-regulation develops literacy.

K6. Reflect on the nature of critical literacy and see the relevance to curriculum areas.

K7. Interrogate new communication technologies, what it means to be "multi-literate", and examine the implications for learning and pedagogy.

K8. Know a broad range of engaging resources, including ICT that build students literacy and numeracy skills.

K9. Examine the use and impact of technology on new generations, identify trends for the future, and understand strategies for the safe, responsible and ethical use of ICT in learning and teaching.

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 discuss a range of research papers related to literacy and numeracy learning, multi-literacies, new technologies and pedagogical implications.

S5. Devise curriculum initiatives and teaching approaches which use new technologies safely, responsibly and ethically to enhance multi-literacies and numeracy.

S6. 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. Demonstrate comprehension and analysis skills.

A2. Investigate literacy and numeracy teaching strategies with peers.

Unit Content:

- Examining personal experiences and assumptions related to literacy and numeracy and understanding the links to identity, learning and opportunity.
- Identifying the discourses, subject-specific vocabulary and semiotics inherent in our subject areas and the impact of these on knowledge development and expression, thinking, values and interactions.
- Developing a strategic approach to teaching literacy and numeracy in order to enhance learners' independence and metacognitive awareness.
- Developing, teaching and evaluating a repertoire of pedagogical practices to enhance literacy learning prior to, during and post reading and writing.
- Developing, teaching and evaluating a repertoire of pedagogical practices to enhance numeracy.
- Examining the notion of multi-literacies and the impact of new technologies on literacy learning and pedagogy.
- Creating and assessing multi-modal texts across the curriculum.
- Using strategies to support the safe, responsible and ethical use of ICT in learning and teaching.
- Examining the Digital Technologies and Design and Technologies Curricula and their application across subject areas.

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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.	K1; S6; A1	AT1
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	K1; K4; S6; A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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	K5, K7; S5; A1, A2	AT1, AT2
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.	K7; S5; A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, S1, S3, S4, S5, A1; APST: 2.5, 3.4	Research literacy and numeracy strategies across the whole curriculum and post written responses to academic readings on an online forum.	Text and Forum Responses	30-40%
K4, K5, K8, K9, S1, S2, S3, S5, S6, A2; APST: 2.6, 2.5, 3.3, 3.6, 4.5	Trial, evaluate and share literacy and numeracy teaching and learning strategies within professional learning communities, including the use of ICT, to expand curriculum learning opportunities for students	Teaching Performance	60-70%
A1	LANTITE Literacy Test (external)	Hurdle	S/UN

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
A1	LANTITE Numeracy Test (external)	Hurdle	S/UN

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Introductory
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Introductory
4. Create and maintain supportive and safe learning environments		
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Introductory