School of Education

EDST5139
Language, Literacy and Numeracy

Term 3, 2019

Contents

1. LOCATION
2. STAFF CONTACT DETAILS
3. COURSE DETAILS

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH
5. TEACHING STRATEGIES
6. COURSE CONTENT AND STRUCTURE Intensive delivery
7. RESOURCES

1. LOCATION

STUDENT LEARNING OUTCOMES

6. COURSE CONTENT AND STRUCTURE Intensive delivery

Module	Lecture Topic	Readings
Tuesday 17/09/19 10 12	**Introduction: contextualising the key issues** Why do literacy and numeracy matter? International trends in L&N performance L&N focus in initial teacher education NSW Literacy and Numeracy Strategy 2017-2020 ACARA Literacy and Numeracy progressions ATSIE A.1, 2, 4, 9 ICT C.4 L&N: D.1, 2, 3, 4 NESB: F.3, 4, 6, 11	ACARA National Literacy and Numeracy progressions https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/ NSW Literacy and Numeracy Strategy 2017-2020 https://education.nsw.gov.au/media/cese/Literacy-and-numeracy-strategy.pdf Davison C; Ollerhead S, 2018, 'But I'm not an English teacher! Disciplinary literacy in Australian science classrooms.', in Tang K-S;Danielsson K (ed.), *Global developments in literacy research for science education*, edn. 1, Springer International Publishing, http://dx.doi.org/10.1007/978-3-319-69197-8 Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. *Australian Journal of Language and Literacy*. Vol.35 (2), pp. 223-240.
Tuesday 17/09/19 1 3pm	**Understanding learners and their needs** Linguistic profiles; EAL/D learners Incomplete literacy development Interrupted schooling EAL pedagogies Multilingual and multimodal education	

		Journal, 3(16) http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html **Literacy** Derewianka, B. & Humphries, S. (2014*). A functional model of language*. Primary English Teaching Association Australia. Project 40, Essay 5. http://www.petaa.edu.au/imis_prod/w/Teaching_Resources/Project_40/w/Teaching_Resources/P40/Derewianka_and_Humphrey_essay.aspx Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*, 2nd edition. South Melbourne: Oxford University Press. Chapter 1.
Thursday 19/09/19 1 3pm	**Observing the language classroom**	

Assessment Details

Assignment 1: Analytical Report
Report - 1800 words

Additional details:
Analytical report: Analyse and reflect upon the literacy and numeracy demands of your specific discipline (1800 words)

Reflect on your own literacy and numeracy learning experiences. In what ways have they shaped your understanding of the role that literacy and numeracy plays in students' understanding of content knowledge?
Drawing on the prescribed readings, explain your understanding of the importance of literacy and numeracy to understanding the key concepts of your discipline.
Identify and describe the specific literacy and numeracy requirements embedded within your syllabus or curriculum.
Reflect on the key findings of the research literature to explain how you will use your knowledge of theory to inform the way you both teach and assess the literacy and numeracy requirements of your discipline.

Assignment 2: Text Analysis & Lesson Plan
Assignment - 2400 words

Additional details:
Planning for L&N in content lessons: analysis of text and lesson plan.

Part 1: Select a text that you would commonly use in your discipline. Analyse the key language, literacy and numeracy challenges that both non- and EAL students may experience when reading or viewing the text (600 – 800 words).
Part 2: Develop a lesson plan based on this text that has a literacy and numeracy focus. Provide a rationale **highlighting the cultural and linguistic demands of the text for EAL learners**, and the literacy, numeracy and assessment strategies that you would use to inform your teaching (lesson plan and rationale 1600 - 1800 words, excl text).

Please note that all students are required to present your report according to accepted academic conventions. A list of all references cited in the report should be included at the end in alphabetical order.

Hurdle task: observation at IEC

a. While observing, consider the following:
   What are the conceptual, language, literacy and learning demands being made of the students?
   How do the learners respond to such demands?
   How are they supported in their learning?
   How could they be better supported in their learning?

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