UNSW SYDNEY Arts & Social Sciences

School of Education

EDST2003
Learning and Teaching: Language, Literacy and Numeracy

Term 1, 2019

Contents

1. LOCATION 3

2. STAFF CONTACT DETAILS 3

3. COURSE DETAILS 3

SUMMARY OF COURSE 3

IMPORTANT INFORMATION 4

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS 4

NATIONAL PRIORITY AREA ELABORATIONS 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 6

5. TEACHING STRATEGIES 6

6. COURSE CONTENT AND STRUCTURE 1

7. ASSESSMENT 1

8. RESOURCES 7

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 and Gadigal 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, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Andy Gao
Office Location:	114 John Goodsell
Email:	xuesong.gao@unsw.edu.au
Phone:	9385 3726
Availability:	2-4pm Thursdays

Tutor:	Daniel Anson
Office Location:	
Email:	d.anson@unsw.edu.au
Phone:	
Availability:	By appointment

Tutor:	Lisa Gilanyi
Office Location:	
Email:	lisa.gilanyi@unsw.edu.au
Availability:	By appointment

3. COURSE DETAILS

Course Name	Learning and Teaching: Language, Literacy and Numeracy
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST

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 pedagogy. It draws on current research to identify likely areas of difficulty in language, literacy, and numeracy learning and discusses effective teaching strategies for learners, including English as an additional language/dialect learners.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- This is a new course.

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e. lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Analyse the English language, literacy and numeracy demands of schooling and identify equity implications and issues for diverse students' access to and achievement in the academic curriculum	1
2	Apply this knowledge to designing a range of language, literacy, and numeracy-developing tasks as well as develop effective teaching strategies with EAL/D students in the mainstream.	2
3	Identify the constraints and opportunities shaping language, literacy and numeracy teaching and learning in classrooms	1, 2
4	Integrate theoretical perspectives about language, literacy and numeracy with subject area knowledge and teaching practice and apply these understandings to reflect on and improve teaching practice	1, 2

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2

1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.3.1	Include a range of teaching strategies	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
Aboriginal and Torres Strait Islander Education	1, 4, 5, 7,
Classroom Management	1, 4, 5, 9,
Information and Communication Technologies	1, 3, 4, 5, 6, 7, 8, 11, 12,
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Students with Special Educational Needs	1, 2, 3, 4, 7, 8, 9
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Language, literacy and numeracy underpin students' learning and achievement in all curriculum areas. The cultural and linguistic diversity of the NSW population means that in many schools learning English as an additional language is a mainstream endeavour. Teachers therefore need to be equipped with theoretical and practical knowledge about language, literacy and numeracy issues in order to be able to develop an appropriate pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language, literacy, and numeracy education.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group learning to model the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- Structured occasions for reflection to allow students to reflect critically on teaching practice;
- Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning on the course Moodle website and associated myUNSW resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial focus	Required Reading
1 (19/02/2019)	**Introduction: Understanding the roles of language, literacy and numeracy (LLN) across the secondary school curriculum** Language and culture EAL/D students in Australia and EAL/D students with limited schooling The role of language, literacy and numeracy in schooling	(Tutorials start in week 1): Meeting and greeting. Reflection on prior learning experiences and exploring students' language, literacy and numeracy challenges Additional online activities	Chapters 1 and 3 in Gibbons (2009) Hammond (2012); Unsworth (1999)
2 (26/02/2019)	**Planning for literacy learning** Multiliteracies pedagogy; The four resources model; Scaffolding	Applying the four resource models and scaffolding Additional online activities	Chapters 2& 3 in Henderson (2015) Chapter 1 in Gibbons(2002); Michell & Sharpe (2005)
3(05/03/2019)	**Developing numeracy across the curriculum** Demands and opportunities	Unpacking demands and opportunities for numeracy instruction Additional online activities	NSW Department of Education: Numeracy https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/numeracy Goos, Geiger, & Dole. (2012a &b); Sellars, 2018a; Thornton & Hogan (2005)
4 (12/03/2019)	**Language and academic literacy: Vocabulary and grammar** Everyday vocabulary vs. subject-specific vocabulary Language choice to convey technical/abstract meanings English grammar and metaphor (nominalisation) Systemic Functional Grammar	Vocabulary and grammar related activities Additional online activities	Chapter 5 in Henderson (2015) Hauser(2007); Stahl & Bravo(2010); Townsend (2015); Nisbet 2010).

5 (19/03/2019)	**Language and academic literacy: Reading** Principles for engaging with academic literacy Activities for engaging with academic literacy Supporting academic reading with strategies	Activities to promote reading engagement and strategic reading Additional online activities	Chapters 4 and 5 in Gibbons (2009) Chapter 5 in Henderson (2015)
6(26/03/2019)	**Language and academic literacy: Writing** Focus on genre Scaffolding genres in the classroom The teaching and learning cycle Provide feedback to writing	Activities to promote writing; effective feedback practices Additional online activities	Chapter 13 in Henderson (2015); Chapter 6 in Gibbons (2009) ; Luttrell & Parker (2001) NSW Department of Education: Writing https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing
7 (02/04/2019)	**Literacy, Numeracy and Diversity** Bourdieu's forms of capital Literacy learning in rural communities Home and school literacies/numeracy; Deficit discourses Equity and 'invisible' diversity	Case studies on rural school students and students of different cultural backgrounds. Additional online activities	Chapters 11 & 12 in Henderson (2015) Austin, 2018; Faulkner (2005);
8 (09/04/2019)	**Multimodality and literacy** Dimensions of meaning; Metalanguage for multimodal texts	Promoting multimodal literacy for critical text participation and use Additional online activities	Chapters 8 & 16 in Henderson (2015) Chun (2009), Unsworth (2002)
9 (16/04/2019)	**Principles and strategies for teaching numeracy** Principles for effective teaching Designing good tasks Scaffold students with different readiness for learning	Apply pedagogical principles for numeracy, design effective numeracy lessons Additional online activities	Muir (2008, 2016); Parkin & Hayes (2006), Sellars, 2018b; Sullivan (2011)
10 (23/04/2019)	**Assessing and supporting language, literacy and numeracy development** Assessment strategies; EAL/D programming within a whole-school environment	Developing assessment strategies for a whole school approach that promotes literacy and numeracy. Review of course	Chapter 13 in Henderson (2015) Harris et al. 2013; Humphrey & Robinson 2012; Lucas et al. 2008

- Supplementary reading materials

7. ASSESSMENT

In addition to two marked assessments, there are hurdle requirements. Students must pass all assessments and hurdle requirements to successfully complete the course.

MARKED ASSESSMENTS

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1: Reflection Paper	1500 words	40%	1, 3	1.1.1, 1.2.1		March 20th, 2019 5pm
Assessment 2: Lesson Plan Critique	3000 words	60%	2, 4	1.2.1, 1.3.1, 1.5.1, 2.3.1, 2.5.1, 3.1.1, 3.2.1, 3.3.1, 4.1.1, 4.2.1		May 8th, 2019 5pm

Assessment 1: Reflection on your language, literacy and numeracy experiences as a student

Details: 1,500 words

Write a reflection paper on your language, literacy, and numeracy experiences as a student. Take care to reference to at least four different readings from course weeks 1-4. Include an introduction and conclusion. Use the following questions to guide your paper:

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 and students' learning?

Assessment 2: Lesson Planning and Analytical Paper

Details: Plan an original lesson and original supporting teaching materials, preferably in one of your two method areas and write an analytic paper in which you identify and describe strengths of your lesson plan in relation to different lecture topics from the course.

This assessment consists of two parts.

Part I Considering the topics we have studied in this course, plan an original lesson and original supporting teaching materials, preferably in one of your two method areas. The lesson plan should use as its aims one, two, or three outcomes from the NSW syllabus: http://syllabus.bos.nsw.edu.au/ Alternatively, you may choose to plan a lesson related to a text in one of your two method areas. The lesson plan is limited to two A4 pages in Times New Roman 12pt font. You may submit a maximum of two pages of supporting materials such as worksheets or handouts. It may be difficult to count words for Part I. We consider this part 1,000 word equivalent.

Part II Write an analytic paper in which you Identify and describe strengths of your lesson plan, as they related to at least different topics covered in the course.

We suggest that the analytic paper should be 2,000 words (+/-10%) not including references.

Turnitin setting: This assignment is submitted through Turnitin, students do not see Turnitin similarity reports

For each assessment, please refer to the feedback sheets. These include additional detail about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.

APA Resources

http://owl.english.purdue.edu/owl/resource/560/01/

http://www.cite.auckland.ac.nz/index.php?p=quickcite

http://www.lib.latrobe.edu.au/referencing-tool/apa-6

For each assessment, you can expect the following feedback:

1. What you need to improve
2. What's your first step to move forward
3. What to pay attention to doing in your next piece of work

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET

EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name: Student No.:

Assessment Task: **Reflection**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Responds to each guiding question • Relevance and use of learnings, including language, literacy, and numeracy teaching and learning • Described teaching strategies that are responsive to the literacy, language, and numeracy learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds • Described what language, literacy, and numeracy factors are associated with differences in student achievement					
Depth of analysis and/or critique in response to the task • Depth of understanding of the complex nature of literacy, language, and numeracy • Paper has a clear audience and the purpose for writing is clear • Substantive elaboration of arguments in response to each question • Clarity and depth of description of specific language, literacy, and numeracy experiences • Depth of analysis of specific language, literacy, and numeracy experiences					
Familiarity with and relevance of professional and/or research literature used to support response • Provided evidence from at **<u>least four</u>** readings (not viewings) to support arguments • Cited readings are clearly understood • Cited readings support the argument • The connections between the evidence from readings and arguments are explicitly described • The connections between the evidence from readings and arguments are explicitly analysed					
Structure and organisation of response • Sequentially responded to each guiding question • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing					
Presentation of response according to appropriate academic and linguistic conventions • Reflection paper is 1,500 words, not including references (+-10%, 1,400-1,700) • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend

these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET
EDST2003 LEARNING AND TEACHING: LANGUAGE, LITERACY AND NUMERACY

Student Name: Student No.:

Assessment Task: **Lesson Plan and Analytical Paper**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Analytic paper identifies and describes four strengths of the lesson plan, as they related to different lecture topics from the course • Lesson plan follows the 5 step lesson plan format • Lesson plan uses 1-3 NSW syllabus outcomes • Lesson is planned to reach the stated NSW syllabus outcomes					
Depth of analysis and/or critique in response to the task • Demonstrates depth of understanding of the complex nature of course topics addressed in paper • Analytic paper has a clear audience and the purpose for writing is clear • Analytic paper has a clear argument to support point-of-view • Appropriately and substantially incorporated learning from course content in analytic paper and lesson plan • In analytic paper, precisely, persuasively, and clearly described how lesson plan incorporates learnings from the course					
Familiarity with and relevance of professional and/or research literature used to support response • Relevance and use of **at least eight readings** (not viewings) from the course syllabus. • Readings cited are clearly understood • The cited readings support the argument • The connections between the evidence from readings and arguments are explicitly described • The connections between the evidence from readings and arguments are explicitly analysed					
Structure and organisation of response • Logical sequencing of ideas • Appropriate transitions • Includes an introduction and a conclusion • Clarity and coherence of organisation, including use of numbering and referencing					

Presentation of response according to appropriate academic and linguistic conventions • Analytic paper is 2,000 words, not including references (+-10%, 1,800-2,200) • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalisation • Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure • If used, tables and graphs, etc. are clear • Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:
* Prevent you from completing a course requirement,
* Keep you from attending an assessable activity,
* Stop you submitting assessable work for a course,
* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:
Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:
Paraphrasing, summarising, essay writing and time management
Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

analyse topics, plan responses and organise research for academic writing and other assessment tasks

effectively and efficiently find appropriate information sources and evaluate relevance to your needs

use and manage information effectively to accomplish a specific purpose

better manage your time

understand your rights and responsibilities as a student at UNSW

be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy

be aware of the standards of behaviour expected of everyone in the UNSW community

locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

8. 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 (2nd edtion)*. Melbourne: Oxford University Press

***Readings for each session**:*

Austin, J. (2018). Aboriginal and Torres Strait Island students as effective numeracy learners. In M. Sellars (ed.). Numeracy in Authentic Contexts (pp. 75-89). Singapore: Springer Nature

Chun, C. W. (2009). Critical literacies and graphic novels for ELLs: Teaching *Maus. Journal of Adolescent and Adult Literacy, 53*(2), 144-153.

Faulkner, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a Year 8 homeroom. *Journal of Adolescent and Adult Literacy, 49*(2), 108-117.

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth, NH: Heinemann Publishing.

Goos, M., Geiger, V., & Dole, S. (2012a). Auditing the numeracy demands of the middle years curriculum. *PNA, 6*(4), 147-158.

Goos, M., Geiger, V., & Dole, S. (2012b). Numeracy across the curriculum. *Australian Mathematics Teachers, 68*(1), 3-7.

Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. *Australian Journal of Language and Literacy. 35* (2), 223-240.

Harris, P., Chinnappan, M., Castleton, G., Carter, J., De Courcy, M., & Barnett, J. (2013). Impact and consequence of Australia's National Assessment Program-Literacy and Numeracy (NAPLAN): Using research evidence to inform improvement. *TESOL in Context*, *23*, 30-52.

Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In *Literacy Learning: the Middle Years, 15* (2), I-XI.

Humphrey, S. L & Robinson, SH. (2012). Using a 4x4 framework for whole school literacy development. J S Knox. 81-86. Australia: The 39th International Systemic Functional Congress.

Lucas, T., Villegas, A.M., Freedson-Gaonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education, 59*, 361-373.

Luttrell, W. & Parker, C. (2001). High school students' literacy practices and identities, and the figured world of school. *Journal of Research in Reading, 24*(3), 235-247.

Michell, M. & Sharpe, T. (2005). Collective instructional scaffolding in English as a Second Language classrooms. Prospect, *20*(1), 31-57.

Muir, T. (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal, 20*(3), 78-101.

Muir, T. (2012). Out of the classroom, into the home. *Teaching Children Mathematics, 22*(8), 496-504

Nisbet, D.L. (2010). Vocabulary instruction for second language readers. *Journal of Adult Education, 39*(1), 10-15.Muir (2008). Principles of practice and teacher actions: Influences on effective teaching of numeracy. *Mathematics Education Research Journal, 20*(3), 78-101.

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/30 Million Word Gap.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

Townsend, D. (2015). Who's using the language? Supporting middle school students with content 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

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, l. (2002).Changing dimensions of school literacies. *The Australian Journal of Language and Literacy, 25*(1), 62-77.

Additional resources (including key websites):

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/

ACARA Numeracy

https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/

NSW Department of Education: Literacy and Numeracy

https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy

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