



UNSW
SYDNEY

School of Education

EDST5139

Language, Literacy and Numeracy

Term 3 2021

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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, Design & Architecture
School of Education
EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit)
Term 3 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sally Baker
Office Location: Morven Brown Building, G30
Email: s.baker@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

Course Name	EDST5139 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_T3.html#EDST5139T3

SUMMARY OF COURSE

The course will engage in substantive exploration of the relationships between language, literacy, numeracy, assessment, and student learning; drawing on theory, research and practice related to assessing and teaching students with diverse language and literacy backgrounds, and experiences in a variety of secondary school contexts. This course has two areas of focus. The first half is focused on the political and conceptual underpinnings and positionings of literacy, numeracy, and language in education. The second half has a more practical focus, offering strategies, pedagogies, and assessment practices with regard to LLN, including data and feedback literacy.

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

- As a result of student feedback from 2020, we have revised the structure of the course and introduced a hybrid design, including face-to-face and online options, and a blend of asynchronous and synchronous modes. Covid-19 has also necessitated preparation for a shift to fully online learning if there is a lockdown.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the nature and role of language, literacy, and numeracy in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of the key concepts and principles associated with assessment for learning, including self and peer assessment and feedback, and the use of assessment data and process to identify and improve language, literacy and numeracy across the curriculum	1,2
3	Develop knowledge of a range of effective assessment and teaching strategies for students with diverse language and literacy backgrounds and experiences in the secondary school classroom.	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
5.2.1	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning	1,2
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	1,2
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1,2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,2
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of language, literacy, and numeracy (LLN) experiences that impacts upon their learning. A teacher's ability to assess their students' LLN and abilities in relation to the demands of the curriculum and prior learning influences their relationships, interactions, expectations, and success in driving students to achieve significant improvements in learning outcomes. Given this, teachers need a sound understanding of the key concepts and strategies to focus, refine, and reflect on their own practice and those of their colleagues.

5. TEACHING STRATEGIES

The course will use a variety of teaching strategies including explicit instruction and opportunities to engage in questioning, problem solving and reflection because it is important to understand the relationships between theory, research, and practice. The course also encourages cooperative learning with extensive opportunities for whole group and small group dialogue and discussion using case studies, role plays, problem solving and research because it is important for students to explore ideas and decide what they mean for effective teaching practices with students with diverse backgrounds in language, literacy and numeracy.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Recommended readings
1	<p>Introduction: contextualising the key issues</p> <ul style="list-style-type: none"> • 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 <p>ATSIE A.1, 2, 4, 9 ICT C.4 L&N: D.1, 2, 3, 4 NESB: F.3, 4, 6, 11</p>	<p>ACARA National Literacy and Numeracy progressions https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/</p> <p>NSW Literacy and Numeracy Strategy 2017-2020 https://education.nsw.gov.au/media/cese/Literacy-and-numeracy-strategy.pdf</p>
2	<p>Focus on Language: Who are our learners?</p> <ul style="list-style-type: none"> • Linguistic profiles; EAL/D learners • Multilingual and multimodal education • EAL/D pedagogies <p>L&N: D.1, 2, 5, 6, 9, 10, 13, 14, 18 SpEd: E.4, 6</p>	<p>ACARA (2012) English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression. http://www.acara.edu.au</p> <p>Hammond, J. (2012). Hope and challenge in the Australian Curriculum: Implications for EAL students and their teachers. <i>Australian Journal of Language and Literacy</i>. Vol.35 (2), pp. 223-240.</p>
3	<p>Conceptualisations of Literacy and Numeracy</p> <ul style="list-style-type: none"> • Literacy: A functional model of language • Multiliteracies • Critical literacies • Relationship between numeracy + literacy • Numeracy as cultural practice • Numeracy across the curriculum <p>L&N: D.1, 2, 5, 6, 9, 10, 13, 14, 18</p>	<p>Perry, K. (2012). What is literacy? – A critical overview of sociocultural perspectives. <i>Journal of Language and Literacy Education</i> [Online], 8(1), 50-71.</p> <p>Rowse, J. and Pahl, K. (2012) <i>Literacy and Education</i>. Sage Publications. (Chapter 1)</p>
4	<p>Principles and strategies for teaching literacy</p> <ul style="list-style-type: none"> • Principles for effective teaching • Designing good tasks • Scaffold students with different readiness for learning <p>L&N: D.1, 2, 5, 6, 9, 10, 13, 14, 18</p>	<p>Derewianka, B. & Jones, P. (2016). <i>Teaching Language in Context</i>, 2nd edition. South Melbourne: Oxford University Press. Chapter 1.</p>

5	<p>Principles and strategies for teaching numeracy</p> <ul style="list-style-type: none"> Principles for effective teaching Designing good tasks Scaffold students with different readiness for learning <p>L&N: D.1, 2, 5, 6, 9, 10, 13, 14, 18</p>	<p>Goos, M., Geiger, V. Bennison, A. & Roberts, J. (2015). Numeracy teaching across the curriculum in Queensland: Resources for teachers. Final report. Brisbane: The University of Queensland</p>
6	<p>EAL/D pedagogy and strategies</p> <ul style="list-style-type: none"> Integrating language activities with content teaching Translanguaging 	<p>https://www.teachingenglish.org.uk/article/using-multilingual-approaches-moving-theory-practice</p> <p>Derewianka, B. & Jones, P. (2016). <i>Teaching Language in Context</i>, 2nd edition. South Melbourne: Oxford University Press.</p>
7	<p>Literacy pedagogy and strategies</p> <ul style="list-style-type: none"> Principles for engaging with reading and writing across the curriculum <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C:5 SpEd: E.7 NESB: F.5, 7</p>	<p>Rowell, J. and Pahl, K. (2012) <i>Literacy and Education</i>. Sage Publications. (Chapter 6)</p>
8	<p>Numeracy pedagogy and strategies</p> <ul style="list-style-type: none"> Principles for engaging with numeracy across the curriculum <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C.5 SpEd: E.7 NESB: F.5, 7</p>	<p>Goos, M., Geiger, V. Dole, S., Forgasz, H. & Bennison, A. (2018). <i>Numeracy Across the Curriculum</i>. Routledge. (Chapter 6–7)</p>
9	<p>Focus on Oracy and Vocabulary</p> <ul style="list-style-type: none"> The relationship between oracy and literacy Scaffolding oral language to teach subject content The importance of quality teacher interaction/strategic questioning Everyday vs. subject-specific vocabulary <p>L&N: D.1, 2, 5, 7, 8, 11, 13, 14, 15,18 NESB: F.4</p>	<p>Mercer, N. (2019). Oracy education and dialogic teaching: What's the difference? https://oracycambridge.org/2018/02/22/oracy-education-and-dialogic-teaching-whats-the-difference/</p>
10	<p>Assessment for Learning and Digital Literacy</p> <ul style="list-style-type: none"> Assessment as/ of/ for learning Data literacy Feedback literacy 	

7. RESOURCES

Prescribed Resources

A collection of readings selected for this course will be placed on Moodle. It is expected that students will prepare for each lecture and tutorial by completing the readings posted for each week of the course.

Recommended Resources

Derewianka, B. & Jones, P. (2016). *Teaching Language in Context*, 2nd edition. South Melbourne: Oxford University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1: Analytical report	1800 words	40%	1-2	1.1.1, 1.2.1, 1.4.1, 2.4.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	A1-12 D1-19 F1-11	Friday 24 th September by 5pm
Assessment 2: Text analysis and lesson plan	2400 words	60%	1-3	1.2.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	C1-14 D1-19 F1-11	Friday 8 th October by 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data, and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties, and hurdle requirements etc.

<https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assignment 1: Analytical report

Word count: 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

Word count: 2400 words

Additional details:

Planning for LL&N in content lessons

Option 1:

- Part 1: Select a text that is relevant to your discipline. Analyse the key language, literacy, and numeracy challenges that EAL/D 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 (rationale 1600-1800 words, excluding text; add lesson plan as an appendix – this will not be included in your word count).

Option 2:

- Part 1: Select a lesson plan that you have designed and, ideally, previously taught. Analyse the key language, literacy, and numeracy components of the lesson; and comment on how these could have been challenging for EAL/D students (600 – 800 words).
- Part 2: Redesign the lesson plan to accommodate the challenges you identified in Part 1. Provide a rationale **highlighting the cultural and linguistic demands of the lesson for EAL/D learners**, and the literacy, numeracy, language assessment strategies that you would use to inform your teaching (rationale 1600-1800 words, excluding text; add lesson plan as an appendix – this will not be included in your word count).

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5139 LANGUAGE, LITERACY AND NUMERACY

Student Name:
 Assessment Task 2: **Text analysis & lesson plan**

Student No.:
 Date:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Solid rationale given for choice of text/ choice of lesson plan • Own teaching context is clearly articulated • Understanding of literacy, language and numeracy demands of non- and EAL students is clearly outlined 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Selected text is contemporary and well-described OR selected lesson plan is sufficiently detailed • Relevant language, literacy and numeracy challenges are identified, with a rationale given as to why they pose challenges • Justification is given, with reference to key literature and course/ curriculum materials, as to how the proposed lesson plan and teaching strategies within meet the needs of EAL/D students • Clear connections are made between proposed practice (lesson plan) and course content 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • A range of relevant professional/research literature is drawn on to support the arguments • Professional/research sources are current and trusted 					
Structure and organisation of response <ul style="list-style-type: none"> • The response is well-structured and organised to show application as well as description of the strategies Response to the task is clear and coherent 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information and listing references. • Clarity and consistency in presenting tables and diagrams Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:
Recommended: /20 (FL PS CR DN HD)

Date:
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.**