



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5139

Language, Literacy and Numeracy

Term 3 2020

Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES.....	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
NATIONAL PRIORITY AREA ELABORATIONS	5
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	5
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT AND STRUCTURE	6
7. RESOURCES.....	9
8. ASSESSMENT	9

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 and Social Sciences
School of Education
EDST5139 Language, Literacy and Numeracy: Assessment and Response (6 units of credit)
Term 3 2020

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

SUMMARY OF COURSE

The course will engage in substantive exploration of the relationships between language, literacy, and 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.

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 2019, we have revised the structure of the course and introduced online activities to complement the class discussions. Covid-19 has also necessitated a shift to remote learning and a reconfiguration of activities to asynchronous and synchronous modes.

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.	2,3

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
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	
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) and experiences that impacts 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> <p>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.), <i>Global developments in literacy research for science education</i>, edn. 1, Springer International Publishing, http://dx.doi.org/10.1007/978-3-319-69197-8</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>
2	<p>Diversity of learners and their needs</p> <ul style="list-style-type: none"> Linguistic profiles; EAL/D learners Incomplete literacy development Interrupted schooling EAL pedagogies Multilingual and multimodal education <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>Cummins, J. (2008), 'BICS and CALP: Empirical and Theoretical Status of the Distinction', in Street, B. & Hornberger, N. H. (eds) <i>Encyclopedia of Language and Education</i>, 2nd edn, Volume 2: Literacy, pp. 71–83, New York: Springer http://www.wisd.us/campus/whs/social_studies/edd/Fall09/8344/Articles/CumminsBICSCALPSpringer2007.pdf</p> <p>De Courcy, M. (2014) "Linguistic and Cultural Diversity". Chapter 3 in Hyde, Carpenter & Conway (Eds), 2nd edition, <i>Diversity, Inclusion and Engagement</i>. Oxford, OUP</p>
3	<p>Theoretical models of numeracy and literacy</p> <ul style="list-style-type: none"> Numeracy: A model of numeracy for the 21st century Literacy: A functional model of language <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. & Humphries, S. (2014). <i>A functional model of language</i>. 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</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 <p>Scaffold students with different readiness for learning</p> <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> <p>Thornton, S. & Hogan, J. (2005). Numeracy across the curriculum: demands and opportunities. <i>Curriculum and Leadership Journal</i>, 3(16) http://www.curriculum.edu.au/leader/numeracy_across_the_curriculum,9770.html</p>
6	<p>Focus on Reading</p> <ul style="list-style-type: none"> Principles for engaging with academic literacy Integrating language activities with content teaching Activities for engaging with academic literacy Supporting academic reading <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C:5 SpEd: E.7 NESB: F.5, 7</p>	<p>Derewianka, B. & Jones, P. (2016). <i>Teaching Language in Context</i>, 2nd edition. South Melbourne: Oxford University Press. Chapters 3 and 4.</p> <p>Cross, R. (2012) "A holistic approach for supporting literacy skills for EAL/D learners", chapter 9 in Henderson, R. <i>Teaching Literacies in the Middle Years</i>. Oxford University Press.</p> <p>Fang, Z. (2016). Teaching close reading with complex texts across content areas. <i>Research in the teaching of English</i>, 51(1), 106-116.</p> <p>Paris, S. (2005). Reinterpreting the development of reading skills. <i>Reading Research Quarterly</i>, 40(2), 184-202.</p>
7	<p>Focus on Writing</p> <ul style="list-style-type: none"> Focus on genre Scaffolding genres in the classroom The teaching and learning cycle The genre framework for assessing writing <p>L&N: 1, 5, 7, 9, 10, 13, 15, 17, 19 ICT: C.5 SpEd: E.7 NESB: F.5, 7</p>	<p>Derewianka, B. & Jones, P. (2016). <i>Teaching Language in Context</i>, 2nd edition. South Melbourne: Oxford University Press. Chapters 4 and 5</p> <p>Freebody P, and Morgan A-M (2014). Curriculum-specific literacy: Expanding the repertoire. Chapter 4 in Morgan A-M, Comber B, Freebody P and Nixon H (2014) <i>Literacy in the Middle years</i>: PETAA</p> <p>Myhill, D., Jones, S. & Watson, A. (2013). Grammar matters: how teachers' grammatical knowledge impacts on the teaching of writing. <i>Teaching and Teacher Education</i>, 36, 77-91.</p>

<p style="text-align: center;">8</p>	<p>Focus on Oracy & 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 • Assessing oracy • Providing oral feedback/feed-forward • Effective classroom strategies • Everyday vs. subject-specific vocabulary • Vocabulary and student achievement • Assessing vocabulary • Why teaching vocabulary is the responsibility of all teachers • Implications for lesson planning and teaching <p>L&N: D.1, 2, 4, 5, 7-11, 13, 14, 15, 18 NESB: F.4</p>	<p>Burns, A. & Richards, J. (2012). Pedagogy and practice in second language teaching. Ch 21, 22.</p> <p>Manuel, J “Talking and Listening for Learning in English”. Chapter 19 in Gannon S, Howie M and Sawyer W (2012 3rd edition) <i>Charged with Meaning</i>, 3rd edition. Phoenix: Putney, Australia</p> <p>Palmer, E. (2014). Teaching the core skills of listening and speaking. Alexandria: ASCD. Chapter 1.</p> <p>Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i>, 63(7), 566-578.</p> <p>Hart, B., & Risley, T.R. (2003). The Early Catastrophe. The 30 Million Word Gap by Age 3. <i>American Educator</i>, Spring. http://www.readtosucceedbuffalo.org/documents/30 Million Word Gap.pdf</p>
<p style="text-align: center;">9</p>	<p>Focus on Numeracy</p> <ul style="list-style-type: none"> • Numeracy & literacy • Numeracy as mathematical activities in social contexts • Numeracy as cultural practice • Numeracy across the curriculum <p>L&N: D.1, 2, 5, 7, 8, 11, 13, 14-15, 18</p>	<p>Sellars, M. (2018). <i>Numeracy in Authentic Contexts: Making Meaning Across the Curriculum</i>. Springer, Singapore.</p>
<p style="text-align: center;">10</p>	<p>Assessing and supporting language, literacy and numeracy development</p> <ul style="list-style-type: none"> • Assessment strategies 	<p>Chapter 13 in Henderson (2015) Harris et al. 2013; Humphrey & Robinson 2012 Lucas et al. 2008 https://education.arts.unsw.edu.au/students/resources/national-literacy-and-numeracy-test/</p>

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	A4, 6 D3-4, 7, 9, 18 F1-3	Friday 25 th September by 5pm
Assessment 2: Text Analysis and Lesson Plan	2400 words	60%	1,2,3	1.2.1, 2.5.1, 5.1.1, 5.2.1, 5.3.1, 5.4.1	C4-5 D1-11, 15, 17, 19 F4-7, 9	Friday 9 th October by 5pm
Hurdle task: reflection on IEC observation	300 words	0%	3			Friday 9 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 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 2400 words

Additional details:

Planning for LL&N in content lessons

Option 1:

- 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/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 (lesson plan and rationale 1600 - 1800 words, excl text).

Option 2:

- Part 1: Select a lesson plan that you have designed and previously taught. Analyse the key language, literacy and numeracy components of the lesson and comment on how these could have been challenging for both non- and EAL/D students (600 – 800 words).
- Part 2: Develop a lesson plan based on a related topic/ unit of work to the lesson plan 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 (lesson plan and rationale 1600 - 1800 words).

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: Reflection on IEC observation (Beverly Hills IEC on YouTube:

https://www.youtube.com/channel/UCCGdGDocZC4iTkRfcm6fONQ/videos?disable_polymer=1)

Watch at least two videos from the Beverly Hills IEC channel on YouTube.

While watching, consider the following and write your report according to these questions:

- 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?

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

Student Name:
 Assessment Task 1: **Analytical report**

Student No.:
 Date:

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Identifies and describes key language, literacy and numeracy concepts 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Addresses the syllabus/curriculum requirements accurately in relation to literacy and numeracy. Relates literature to practice, drawing on theories from subject readings. 					
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: 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
 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.**