



EDST8238

Professional Practice 2: Literacy and Numeracy for Diverse Learners

Session 2, In person-scheduled-infrequent, North Ryde 2023

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Convenor and lecturer

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By appointment

Tutor

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By appointment

Credit points

10

Prerequisites

EDST8237

Corequisites

10cp from EDST8218 - EDST8234

Co-badged status

Unit description

This Professional Experience unit will help prepare students for classroom teaching by developing understanding of literacy and numeracy demands generally and in specific secondary subject area(s). Effective classroom teaching in any subject area is culturally sensitive and inclusive. Students learn more effectively when their teachers know them and how they learn. Learning experiences in the unit will focus on knowledge of the principles and strategies of literacy and numeracy and how these can be implemented in teaching subject areas to support and engage diverse learners. Independent practitioner research will be undertaken during the Professional Experience component of the unit affording the opportunity to evaluate and better understand the impact of cultural and learning backgrounds on student learning.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
- ULO2:** Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.
- ULO3:** Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- ULO4:** Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- ULO5:** Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- ULO6:** Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.
- ULO7:** Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.
- ULO8:** Explore, implement and evaluate a range of evidence based teaching techniques in the professional experience placement.
- ULO9:** Critique (or reflect on) one's professional practice and that of their peers.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Portfolio of learning strategies and resources</u>	50%	No	23:55 16/9/2023
<u>Case study analysis</u>	50%	No	23:55 11/11/2023
<u>Professional Experience Placement and Evaluation Report</u>	0%	Yes	23:55 11/11/2023

Portfolio of learning strategies and resources

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 30 hours

Due: **23:55 16/9/2023**

Weighting: **50%**

Portfolio of learning strategies and resources for teaching numeracy and literacy in diverse classrooms. Including analysis of subject area text for bias, suitability for linguistically diverse classrooms and annotated to show relevant theory and research.

On successful completion you will be able to:

- Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
- Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.
- Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and

sustaining experiences and resources.

Case study analysis

Assessment Type ¹: Project

Indicative Time on Task ²: 30 hours

Due: **23:55 11/11/2023**

Weighting: **50%**

Evaluate a case study relating to literacy/numeracy and EALD learners (1500 words)

On successful completion you will be able to:

- Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
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- Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.
- Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.
- Critique (or reflect on) one's professional practice and that of their peers.

Professional Experience Placement and Evaluation Report

Assessment Type ¹: Field work task

Indicative Time on Task ²: 0 hours

Due: **23:55 11/11/2023**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Supervising Teacher submits PE Evaluation Report on Teacher Education Student.

On successful completion you will be able to:

- Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
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- Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.
- Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.
- Explore, implement and evaluate a range of evidence based teaching techniques in the professional experience placement.
- Critique (or reflect on) one's professional practice and that of their peers.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/> In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

Unit Schedule

Please see iLearn for details

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)

- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Attendance for Master of Teaching (Primary and Secondary) units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during tutorials or on campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable.

<https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

In order to enrol in your EDST8240 PE Unit you must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit. Enrolling in EDST8240 while waiting for your results will not be accepted.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/inducting-on-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being in need of additional support for Professional Practice and/

or Bookwork, the School of Education's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

- Resilience: You will reflect on how you take on feedback in your professional experience placement.
- Responsiveness: You will analyse the literacy and numeracy needs of a case study student.