ECHE455
Literacy and Numeracy across the Primary Curriculum (Stage 2 and 3)

S2 External 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
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X5B276

Credit points
3

Prerequisites
Admission to GCertTeach(8-12)

Corequisites

Co-badged status

Unit description
This unit focuses on literacy and numeracy across the primary curriculum, concentrating on stage 2 and stage 3. It develops students' understandings of the key learning areas of literacy and numeracy, and examines cross-curriculum areas. In the section on literacy, this unit will develop students' understanding of the structure of spoken, written and multimodal texts and their relationships to situational and socio-cultural contexts. In the section on numeracy students will focus on the development of skills needed to effectively teach a diverse range of learners. The links between literacy and numeracy, as well as differentiation of curriculum to meet the specific needs of learners, are also addressed.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Use appropriate metalanguage to analyse meaning-making in different modes
2. Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
3. Use research findings to meet the diverse needs of learners
4. Design lesson sequences to develop children's mathematical thinking
5. Understand links between literacy and numeracy development, pedagogy and
6. Formulate pedagogical practices for diverse learners of mathematics, language and literacy.

### Assessment Tasks

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**Critical Reflections**

**Due:** **Week 13**  
**Weighting:** **30%**

Students are required to participate in online discussions, with at least one posting each week of at least one paragraph. Two reflections will be formally assessed.

This Assessment Task relates to the following Learning Outcomes:

- Use appropriate metalanguage to analyse meaning-making in different modes
- Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
- Use research findings to meet the diverse needs of learners
- Understand links between literacy and numeracy development, pedagogy and assessment.

**Mathematics Plans**

**Due:** **Week 9**  
**Weighting:** **35%**

Students will design a series of mathematics lessons to support the learning of children in Stages 2 and 3.

This Assessment Task relates to the following Learning Outcomes:

- Use research findings to meet the diverse needs of learners
- Design lesson sequences to develop children's mathematical thinking
- Understand links between literacy and numeracy development, pedagogy and assessment.
Literacy and KLAs

Due: **Week 13**  
Weighting: **35%**

Students will identify a KLA and a topic and communicative purpose. They will design a sequence of lessons as part of a unit of work extending over 3 - 4 weeks.

This Assessment Task relates to the following Learning Outcomes:

- Use appropriate metalanguage to analyse meaning-making in different modes
- Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
- Use research findings to meet the diverse needs of learners
- Design lesson sequences to develop children's mathematical thinking
- Understand links between literacy and numeracy development, pedagogy and assessment.

**Delivery and Resources**

This unit runs in distance mode only. There will be weekly recorded lectures, set textbooks, additional readings, online discussions and weekly study tasks.

**Policies and Procedures**

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

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

In addition, a number of other policies can be found in the **Learning and Teaching Category** of Policy Central.

**Student Support**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)
Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage to analyse meaning-making in different modes
- Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
- Use research findings to meet the diverse needs of learners
- Design lesson sequences to develop children’s mathematical thinking
- Formulate pedagogical practices for diverse learners of mathematics, language and literacy.

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the [Disability Service](http://www.student.mq.edu.au/SES/) who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

[https://unitguides.mq.edu.au/unit_offers/31127/unit_guide/print](https://unitguides.mq.edu.au/unit_offers/31127/unit_guide/print)
Assessment tasks

- Mathematics Plans
- Literacy and KLAs

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage to analyse meaning-making in different modes
- Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
- Design lesson sequences to develop children's mathematical thinking
- Understand links between literacy and numeracy development, pedagogy and assessment.
- Formulate pedagogical practices for diverse learners of mathematics, language and literacy.

Assessment tasks

- Critical Reflections
- Mathematics Plans
- Literacy and KLAs

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage to analyse meaning-making in different modes
• Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
• Use research findings to meet the diverse needs of learners
• Design lesson sequences to develop children's mathematical thinking
• Understand links between literacy and numeracy development, pedagogy and assessment.
• Formulate pedagogical practices for diverse learners of mathematics, language and literacy.

Assessment tasks
• Critical Reflections
• Mathematics Plans
• Literacy and KLAs

Problem Solving and Research Capability
Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes
• Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
• Use research findings to meet the diverse needs of learners
• Understand links between literacy and numeracy development, pedagogy and assessment.

Assessment tasks
• Mathematics Plans
• Literacy and KLAs

Creative and Innovative
Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:
Learning outcomes

• Use research findings to meet the diverse needs of learners
• Design lesson sequences to develop children's mathematical thinking
• Understand links between literacy and numeracy development, pedagogy and assessment.

Assessment task

• Mathematics Plans

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

• Identify different text types in Stages 2 and 3 and design activities to develop learners' knowledge
• Design lesson sequences to develop children's mathematical thinking
• Understand links between literacy and numeracy development, pedagogy and assessment.

Assessment tasks

• Critical Reflections
• Literacy and KLAs

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• Understand links between literacy and numeracy development, pedagogy and
• Formulate pedagogical practices for diverse learners of mathematics, language and literacy.

Assessment task

• Critical Reflections

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

• Understand links between literacy and numeracy development, pedagogy and assessment.

Assessment task

• Critical Reflections