

EDU417 Literacy and Numeracy Across the Curriculum

School: School of Education and Tertiary Access

2025 | Session 8

UniSC Sunshine Coast

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course will develop your capacity to identify literacy and numeracy demands in school subjects and design learning experiences to support the development of students' literacy and numeracy capabilities. Definitions of literacy and numeracy are examined to broaden conceptualisation of these two terms as encompassing more than basic skills. You will refine your own personal literacy and numeracy skills and competencies, and consider the literacy and numeracy requirements of teachers in the 21st century.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts. | 14hrs | Week 1 | Once Only |
| Tutorial/Workshop 1 – On campus tutorial. | 16hrs | Week 1 | Once Only |

1.3. Course Topics

- Definitions of literacy and numeracy for the 21st Century
- All teachers' responsibilities as teachers of literacy and numeracy
- Literacy and numeracy as General Capabilities in the Australian Curriculum
- The *Four Resources Model* for critical literacy
- The 21st Century Numeracy Model
- *Safe and ethical use of ICT for teaching and learning*
- Traditional and functional grammar; genre and the writing process
- Key mathematical concepts that underpin numeracy
- Supporting the literacy and numeracy development of all learners in safe learning environments
- Interpreting numerical and visual information

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES MAPPING | PROFESSIONAL STANDARD MAPPING * |
|---|--|---|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... | Australian Institute for Teaching and School Leadership |
| 1 Demonstrate personal literacy and numeracy skills, reflect on personal literacy and numeracy skill development and facilitate professional learning. | Knowledgeable | 6.1, 6.2 |
| 2 Explain the meaning of literacy and numeracy, their place as general capabilities across all learning areas in the Australian Curriculum and the role of all teachers as teachers of literacy and numeracy. | Empowered | 2.1, 2.3 |
| 3 Explain a range of theoretical and practical approaches, including the Four Resources Model and 21st Century Numeracy Model, to assist the development of literacy and numeracy. | Knowledgeable Creative and critical thinker | 2.1, 2.2, 2.3, 2.5 |
| 4 Apply knowledge and understanding of curriculum and pedagogy to select/design teaching strategies and learning materials that promote the development of literacy and numeracy in specific learning areas. | Knowledgeable Empowered | 1.2, 2.1, 2.3, 2.5, 2.6, 3.3 |
| 5 Analyse learning materials that ethically support students acquiring competence in literacy and numeracy, support students ethical use of ICT whilst considering social justice and inclusion for all, using the the 4 Resources Model and 21st Century Numeracy Model. | Creative and critical thinker | 1.2, 2.1, 2.3, 2.4, 2.5, 2.6 |
| 6 Communicate in written texts using academic literacy skills including English expression, grammar, spelling, punctuation and APA referencing conventions. | Knowledgeable | 6.2 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP | |
| 1.2 | Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. |

| CODE | COMPETENCY |
|------|--|
| 2.1 | Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area |
| 2.2 | Content selection and organisation: Organise content into an effective learning and teaching sequence. |
| 2.3 | Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. |
| 2.4 | Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. |
| 2.5 | Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |
| 2.6 | Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |
| 3.3 | Use teaching strategies: Include a range of teaching strategies. |
| 6.1 | Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs. |
| 6.2 | Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers |

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program AE304, ED315 or SE303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU211 or EDU221

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Students will receive formative feedback on the literacy and numeracy skills they demonstrated in the Task 1.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|-------------------------|---------------------|-------------|--|-----------------------|--|
| All | 1 | Quiz/zes | Individual | 0% | Part A: 45 minutes Part B: 45 minutes | Week 1 | Online Assignment Submission with plagiarism check |
| All | 2 | Artefact - Professional | Group | 30% | Part A: 1-2 pages Part B: 1500 words | Week 3 | Online Assignment Submission with plagiarism check |
| All | 3 | Written Piece | Individual | 40% | 1800 words | Week 5 | Online Assignment Submission with plagiarism check |
| All | 4 | Quiz/zes | Individual | 30% | Part A: 45 minutes Part B: 45 minutes | Week 6 | Online Test (Quiz) |

All - Assessment Task 1: Personal Literacy and Numeracy Quiz

| GOAL: | The goal of this task is to demonstrate your personal literacy and numeracy capabilities as required for teaching. | | | | | | | |
|------------------------------|---|---------------------------|--|---------------------------|---|--|---|--|
| PRODUCT: | Quiz/zes | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | |
| FORMAT: | Part A: Numeracy A multiple choice and short answer personal numeracy quiz. Part B: Literacy A multiple choice and short answer quiz on key spelling and grammar conventions; and including a short, written reflection of personal literacy and numeracy areas of strength and weakness, and a plan for developing graduate level personal literacy and numeracy skills, competence and confidence. Refer to Canvas for further details. | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstration of personal literacy and numeracy.</td> <td>1</td> </tr> </tbody> </table> | No. | | Learning Outcome assessed | 1 | Demonstration of personal literacy and numeracy. | 1 | |
| No. | | Learning Outcome assessed | | | | | | |
| 1 | Demonstration of personal literacy and numeracy. | 1 | | | | | | |
| GENERIC SKILLS: | Communication | | | | | | | |

All - Assessment Task 2: Rich investigative task.

| GOAL: | The goal of this task is to create a Rich Investigative Task in one of your teaching areas critically reflect on the role of all teachers as teachers of numeracy. | | | | | | | | | | | | | | | | | | |
|------------------------------|--|---------------------------|--|---------------------------|---|---|---|---|---|---|---|---|---|---|--|---|---|--|---|
| PRODUCT: | Artefact - Professional | | | | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | | | | |
| FORMAT: | <p>Create or source a Rich Investigative Task and discuss the value of the task for developing conceptual understanding of a topic in one of your teaching areas and promoting students' numeracy capabilities. The task should be authentic, linked to the Year 7 to 10 Australian Curriculum, and designed to engage your students in critical and creative thinking, problem-solving and collaborative group work.</p> <p>Part A: Task sheet The task sheet will be self-explanatory and be able to be implemented in the class of your choice.</p> <p>Part B: Reflective essay The Reflective Essay will provide the rationale for the task. This should include a discussion of definitions of numeracy, an explanation of the role of all teachers in developing students' numeracy capabilities, and an analysis of the task in relation to conceptual understanding in the target learning area and developing students' numeracy capabilities.</p> <p>Refer to Canvas for further details.</p> | | | | | | | | | | | | | | | | | | |
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| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | | | |
| 1 | Explanation the meaning of numeracy, its place as a general capability across all learning areas in the Australian Curriculum and the role of all teachers as teachers of numeracy. | 2 | | | | | | | | | | | | | | | | | |
| 2 | Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy in specific learning areas. | 3 | | | | | | | | | | | | | | | | | |
| 3 | Application of knowledge and understanding of curriculum and pedagogy to the design of a rich investigative task that promotes the development of numeracy. | 4 | | | | | | | | | | | | | | | | | |
| 4 | Analysis of a rich investigative task that promotes students' numeracy capabilities using the 21st Century Numeracy Model. | 5 | | | | | | | | | | | | | | | | | |
| 5 | Communication in written texts using academic literacy skills including English expression, grammar, spelling, punctuation and APA referencing conventions | 6 | | | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | | | | | | | | | | | | | | | | | | | |

All - Assessment Task 3: Text Analysis based on the Four Resources Model

| | | |
|------------------------------|--|---|
| GOAL: | The goal of this task is to apply the Four Resources Model to a text from one of your teaching areas and identify how you as the teacher would develop digital literacy learning experiences that support a group of secondary school learners to ethically and safely engage with ICT. | |
| PRODUCT: | Written Piece | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | <p>A critical analysis of a digital text of your choice, relevant to one of your learning areas and a discussion of the repertoires of practice needed to understand, deconstruct and interact with that text effectively, critically and ethically using Luke and Freebody's Four Resources Model for a group of learners. Include in your analysis how the model applies to one of the following groups of learners: Aboriginal and Torres Strait Islander students, other learners with English as an additional language or dialect, or students with literacy learning difficulties. Texts relevant to your teaching areas will be suggested on Canvas.</p> <p>Refer to Canvas for further details.</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Knowledge and understanding of the Four Resources Model. 3 |
| | 2 | Appropriate choice of teaching strategies to align with the teaching content and the selected learners and demonstrate use of strategies that support ethical student use of ICT 4 5 |
| | 3 | Analysis of chosen text using the theory underpinning the Four Resources Model 5 |
| | 4 | Communication in written texts using academic literacy skills including English Expression, grammar, spelling, punctuation and APA referencing conventions 6 |
| GENERIC SKILLS: | | |

All - Assessment Task 4: Online quiz literacy and numeracy

| | | |
|------------------------------|---|--|
| GOAL: | The goal of this task is to evidence your knowledge of literacy and numeracy across the curriculum. | |
| PRODUCT: | Quiz/zes | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | <p>Part A: Numeracy An online quiz on key topics and content from course material and tutorial activities explored throughout the semester.</p> <p>Part B: Literacy An online quiz on key topics and content from course material and tutorial activities explored throughout the semester.</p> <p>Refer to Canvas for further details.</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Demonstration of personal literacy and numeracy. 1 |
| | 2 | Explanation of the meaning of numeracy, it's place as a general capability across all learning areas in the Australian Curriculum and the role of all teachers as teachers of numeracy. 2 |
| | 3 | Explanation a range of theoretical and practical approaches, including the 21st Century Numeracy Model, to assist the development of numeracy across the curriculum. 3 |
| GENERIC SKILLS: | | |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

| REQUIRED? | AUTHOR | YEAR | TITLE | EDITION | PUBLISHER |
|-----------|---|------|--------------------------------|---------|--------------|
| Required | Merrilyn Goos,Vince Geiger,Shelley Dole,Helen Forgasz | 2018 | Numeracy Across the Curriculum | n/a | A&u Academic |

8.2. Specific requirements

Not Applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

After students complete their final placement they come back to university and prepare for their QTPA (Quality Teaching Performance Assessment) a federal government requirement. The QTPA requires the students to explain the impact their teaching had on some of the students that they taught whilst on placement. In this course the students learn how to carry out action research in their future classrooms. Research and reflective practice is an important part of teaching and this course helps students to use evidence to help improve their teaching practice. Students will continue their learning about this on placement whilst working with their supervising teachers to support their data collection for the QTPA.

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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Email: studentcentral@usc.edu.au