



EDSE20019 Literacy and Numeracy Learning and Teaching

Term 2 - 2024

Profile information current as at 07/07/2025 07:30 am

All details in this unit profile for EDSE20019 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Knowing and understanding literacy and numeracy teaching strategies and their application to teaching areas in secondary schools is the focus of this unit. In this unit you will learn how to identify literacy and numeracy needs of secondary school students so you are able to implement learning activities to address appropriate learning requirements for individuals and groups. You will explore contemporary strategies and approaches to teaching literacy and numeracy to enable you to plan, assess and report on individual student literacy and numeracy capabilities. You will investigate the techniques that will enable you to identify the specific literacy and numeracy deficiencies that students may have, so you are able to provide appropriate learning support. Pedagogical strategies to address the needs of learners in literacy and numeracy are developed, to enable the appropriate design, implementation and evaluation of teaching, learning and assessment strategies, that facilitate and enhance student learning. This unit also requires the development and maintenance of your personal literacy and numeracy skills together with critically reflective practices to enhance your professional learning.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Completion of 72 credit points in CA10, CG72 or CG93 OR Admission to CL05.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Online Quiz(zes)**

Weighting: 20%

3. **Reflective Practice Assignment**

Weighting: 10%

4. **Portfolio**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Mix up the practice quiz questions as some were repeated.

Recommendation

The practice quizzes in the unit will be reorganised and repeated questions will be eliminated.

Feedback from Student Feedback

Feedback

Use the weekly readings tab in Moodle so students can access the required readings rather than a link on the weekly teaching materials.

Recommendation

The readings will be added to the weekly readings tab.

Unit Learning Outcomes

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

1. Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school teaching areas
2. Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
3. Develop and maintain personal literacy and numeracy competence
4. Reflect critically on professional practice.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

2.1 Content and teaching strategies of the teaching area

2.3 Curriculum, assessment and reporting

2.5 Literacy and numeracy strategies

3.1 Establish learning goals

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources

6.2 Engage in professional learning and improve practice

6.4 Apply professional learning and improve student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•		•
2 - Online Quiz(zes) - 20%			•	
3 - Online Quiz(zes) - 20%			•	
4 - Reflective Practice Assignment - 10%				•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○			
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Robert Vanderburg Unit Coordinator
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Schedule

WEEK 1 - LITERACY AND NUMERACY INTRODUCTION - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Teaching Literacy and Numeracy	See Moodle for Readings	

WEEK 2 - LITERACY AND NUMERACY WEEK 1 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 1 Numeracy Skills 1	See Moodle for Readings	Literacy Skills 1 Quiz Numeracy Skills 1 Quiz

WEEK 3 - LITERACY AND NUMERACY WEEK 2 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 2 Numeracy Skills 2	See Moodle for Readings	Literacy Skills 2 Quiz Numeracy Skills 2 Quiz

WEEK 4 - LITERACY AND NUMERACY WEEK 3 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 3 Numeracy Skills 3	See Moodle for Readings	Literacy Skills 3 Quiz Numeracy Skills 3 Quiz

WEEK 5 - LITERACY AND NUMERACY WEEK 4 & 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Literacy Skills 4 Numeracy Skills 4 Literacy Skills 5 Numeracy Skills 5	See Moodle for Readings	Literacy Skills 4 Quiz Numeracy Skills 4 Quiz

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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WEEK 6 - TEACHING LITERACY AND NUMERACY IN SECONDARY SCHOOLS - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Literacy Skills 5 Quiz Numeracy Skills 5 Quiz PERSONAL REFLECTIVE STATEMENT
Teaching Literacy and Numeracy in Secondary Schools	See Moodle for Readings	LITERACY SKILLS WEEKLY QUIZZES Due: Week 6 Friday (23 Aug 2024) 11:59 pm AEST NUMERACY SKILLS WEEKLY QUIZZES Due: Week 6 Friday (23 Aug 2024) 11:59 pm AEST PERSONAL REFLECTIVE STATEMENT Due: Week 6 Friday (23 Aug 2024) 11:59 pm AEST

WEEK 7 - SOCIAL AND POLITICAL INFLUENCES ON LITERACY AND NUMERACY - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social and Political Influences on Literacy and Numeracy	See Moodle for Readings	

WEEK 8 - UNDERSTANDING MULTILITERACIES - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Multiliteracies	See Moodle for Readings	

WEEK 9 - SCAFFOLDING FOR LITERACY AND NUMERACY - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Scaffolding for Literacy and Numeracy	See Moodle for Readings	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessing Literacy and Numeracy Development	See Moodle for Readings	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
		PLANNING FOR TEACHING LITERACY AND NUMERACY
		PLANNING FOR TEACHING LITERACY AND NUMERACY Due: Week 11 Thursday (26 Sept 2024) 11:45 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks**1 LITERACY SKILLS WEEKLY QUIZZES****Assessment Type**

Online Quiz(zes)

Task Description**Weekly Quizzes**

High standards of literacy are crucial to ensure that teacher education students possess the necessary skills for the intellectual demands of teaching. As part of the accreditation requirements, pre-service teachers must meet a minimum standard of literacy competence. The weekly quizzes, designed to support your personal literacy competence, play a vital role in helping you meet these requirements.

You will be assessed on your competence through 5 quizzes consisting of multiple-choice or one-word/short answers.

Each quiz carries a weightage of 10 points, making a total of 50 points for all 5 quizzes. These points will be aggregated to form a mark out of 20% for this task, providing a clear and transparent evaluation of your performance.

There will be a literacy test each week from Week 2 - Week 6 linking to Topic 2 - 6 as indicated below:

Quiz 1 will be in Week 2 and will link to Topic 2

Quiz 2 will be in Week 3 and will link to Topic 3

Quiz 3 will be in Week 4 and will link to Topic 4

Quiz 4 will be in Week 5 and will link to Topic 5

Quiz 5 will be in Week 6 and will link to Topic 6

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Please refer to the Moodle Assessment tile for specific details.

Number of Quizzes

5

Frequency of Quizzes

Weekly

Assessment Due Date

Week 6 Friday (23 Aug 2024) 11:59 pm AEST

There will be a literacy test each week from Week 2 -- Week 6 linking to Topic 2 - 6.

Return Date to Students

Week 6 Friday (23 Aug 2024)

The score for each quiz will be available on-line after the completion of each quiz.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your personal literacy competence through 5 quizzes that will consist of multiple choice or one word/short answers. Each quiz will be based on the content covered within the Topic the Quiz links to.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence

2 NUMERACY SKILLS WEEKLY QUIZZES

Assessment Type

Online Quiz(zes)

Task Description**Weekly Quizzes**

High standards of numeracy are important to ensure that teacher education students have the requisite skills that are essential for carrying out the intellectual demands of teaching. Pre-service teachers must meet a set minimum standard of numeracy competence within accreditation requirements. This task focuses on supporting your personal numeracy competence to assist you in meeting the criteria for numeracy competence.

Your personal competence will be evaluated through 5 quizzes, each of which will be in the format of multiple-choice or one-word/short answers. Each quiz carries a weightage of 10 points, contributing to a total of 50 points for this task, which will be aggregated to form a mark out of 20%.

There will be 10 points for each Quiz. (5 quizzes x 10 points per quiz = 50 points, aggregated to become a mark out of 20% for this task).

There will be a numeracy test each week from Week 2 - Week 6 linking to Topic 2 - 6 as indicated below:

Quiz 1 will be in Week 2 and will link to Topic 2

Quiz 2 will be in Week 3 and will link to Topic 3

Quiz 3 will be in Week 4 and will link to Topic 4

Quiz 4 will be in Week 5 and will link to Topic 5

Quiz 5 will be in Week 6 and will link to Topic 6

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Please refer to the Moodle Assessment tile for specific details.

Number of Quizzes

5

Frequency of Quizzes

Weekly

Assessment Due Date

Week 6 Friday (23 Aug 2024) 11:59 pm AEST

There will be a numeracy test each week from Week 2 -- Week 6 linking to Topic 2 - 6.

Return Date to Students

Week 6 Friday (23 Aug 2024)

The score for each quiz will be available on-line after the completion of each quiz.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your personal numeracy competence through 5 quizzes that will consist of multiple choice or one word/short answers. Each quiz will be based on the content covered within the Topic the Quiz links to.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Develop and maintain personal literacy and numeracy competence

3 PERSONAL REFLECTIVE STATEMENT

Assessment Type

Reflective Practice Assignment

Task Description

After completing the last online test, you must write a 1000-word (maximum) reflective statement outlining your strengths and professional challenges relating to personal literacy and numeracy competency.

This reflective statement will need to outline what you believe are the consequences of your personal skill level. It would be best if you outlined where and how you will seek professional learning in personal literacy and numeracy (Professional Standard 6.2 Engage in professional learning and improve practice - Understanding the relevant and appropriate sources of professional learning for teachers)* and provide a justification as to why this professional learning is to occur and the implications this will have for your journey and that of the students you will teach (Professional Standard 6.4 Apply professional learning and improve student learning - Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning)*

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI content is used to generate ideas and general structures.
- Gen AI can be used for content editing.
- Gen AI content generation for you to critique and review.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 6 Friday (23 Aug 2024) 11:59 pm AEST

Return Date to Students

Week 8 Friday (6 Sept 2024)

Feedback on this assessment response will be provided following moderation.

Weighting

10%

Minimum mark or grade

50%

Assessment Criteria

Knowledge and understanding of your personal literacy and numeracy skills

Knowledge and understanding of an appropriate learning plan to improve your personal literacy and numeracy skills

Knowledge and understanding of why you need to develop your personal literacy and numeracy skills

Communication demonstrating personal literacy competence

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Reflect critically on professional practice.

4 PLANNING FOR TEACHING LITERACY AND NUMERACY

Assessment Type

Portfolio

Task Description

This task will help you understand and demonstrate the teacher's role in planning for literacy and numeracy within your teaching areas.

You are required to consider the explicit teaching required to enhance student capabilities in the areas of literacy and numeracy.

For this task, you are to

Select a unit of work/module for one of your teaching areas (other than English). This might be one written by a teacher, provided by QCAA or a sample unit from the Australian Curriculum. Include the original (or link) as an appendix. Briefly describe the unit's intended learning and the grade for which it is designed (1 paragraph).

From the overview, design a series (3-5) of activities that will show how you will explicitly address literacy and numeracy in your teaching area at particular points in the unit/module. Include a description of the teaching and learning activity, the intended literacy and numeracy outcomes, resources, texts, groupings, strategies and assessments. Each individual activity must have a separate Formal Assessment measuring whether the students learned the literacy or numeracy capabilities taught. (1 page per activity).

Provide an overview of where you will address these capabilities within the unit. This means you must map out the learning over a period and indicate where literacy and numeracy learning will need to be addressed (1-2 pages).

Consult the Australian Curriculum about literacy and numeracy capabilities and then identify the literacy and numeracy learning demands of the activities in your unit. [If you are choosing Mathematics as a teaching area, you must select literacy here.] This section can be presented as a discussion, a list, a diagram or a concept map (1 page).

Write a 2-page theorised rationale explaining:

- o How do your activities address your chosen teaching subject's literacy and numeracy demands?
- o How do your activities link to contemporary teaching practice in your chosen subject?
- o How have you designed activities that link to the literacy and numeracy demands of your chosen teaching subject area?
- o How do your designed activities develop in students the disposition that literacy and numeracy are required outside and beyond school for lifelong well-being?

o You will need to make reference to readings, relevant policies, curriculum, etc. Your rationale should also reflect contemporary understandings and theories of literacy (as a socio-cultural practice) and numeracy.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI can be used for content editing.
- Gen AI content generation for you to critique and review.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 11 Thursday (26 Sept 2024) 11:45 pm AEST

Return Date to Students

Exam Week Friday (18 Oct 2024)

Feedback on this assessment response will be provided following moderation.

Weighting

50%

Assessment Criteria

Knowledge and understanding of literacy and numeracy learning demands a specified work unit.

Knowledge and understanding of appropriate pedagogy to support literacy and numeracy within a particular unit of work.

Knowledge and understanding of the theoretical principles underpinning literacy and numeracy teaching and learning.

Communication demonstrating personal literacy and numeracy competence.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Identify and critique contemporary issues shaping the teaching of literacy and numeracy in secondary school teaching areas
- Effectively design pedagogical strategies that accomplish learning in literacy and numeracy for secondary school students
- Reflect critically on professional practice.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem