

# TEAC 1042 DEVELOPING LITERACY AND NUMERACY

**Credit Points** 10

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**Description** This subject addresses how children and adolescents develop concepts in literacy and numeracy. The focus is on the effective teaching of literacy and numeracy across the curriculum, including explicit and culturally responsive strategies for linguistically diverse learners, including EAL/D students. There is a specific emphasis on how to teach oral language, phonics, reading, comprehension and writing strategies. Foundational mathematical concepts including number, algebra, geometry, measurement, and statistics are explored. Understanding the development of mathematical proficiency, fluency, problem-solving and reasoning is a key focus.

**School** Education

**Discipline** Teacher Education: Secondary

**Student Contribution Band** HECS Band 1 10cp

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 1 subject

**Equivalent Subjects** TEAC 1038

**Restrictions**

Must be enrolled in 1939 Bachelor of Education (Secondary).

## Learning Outcomes

After successful completion of this subject, students will be able to:

1. Identify how literacy development occurs in children and adolescents.
2. Applies explicit literacy instruction and scaffolding in curriculum areas.
3. Identify how numeracy is developed in children and adolescents.
4. Applies mathematical strategies to develop student understanding, fluency, problem-solving and reasoning in curriculum areas and tasks.
5. Uses effective pedagogical strategies to meet diverse learners' needs in literacy and numeracy, including the needs of EAL/D students.

## Subject Content

- Oral language development in students.
- Phonological awareness and guidelines for instructions in teaching.
- EALD language systems for spoken and written texts.
- Current educational policies and priorities for literacy and numeracy development with Aboriginal and Torres Strait Islander and other EALD students.
- Diagnostic approaches to reading and writing instruction.
- Four roles of a reader.
- Comprehension strategies in making connections, visualising, questioning and summarising.

- Developing student vocabulary in disciplines.
- Fluency approaches in reading.
- Writing development continuum.
- Pre-assessment of writing.
- Conditions that enable quality writing in disciplines.
- Pedagogies for teaching writing.
- Understanding and teaching mathematical concepts in number, algebra, geometry, measurement, statistics and probability.
- Assessing numeracy opportunities in a range of key learning areas.
- Teaching strategies for numeracy in a range of key learning areas.
- Instruction on how to apply proficiencies in numeracy – understanding, fluency, problem-solving and reasoning.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	15	N	Individual
Quiz	1 hour	15	N	Individual
Professional Task	800 words	35	N	Individual
Professional Task	800 words	35	N	Individual