



CHRISTIAN HERITAGE COLLEGE

CR411

**CROSS-CURRICULAR PRIORITIES, CAPABILITIES
AND LITERACIES**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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| Unit code | CR411 |
| Unit name | Cross-Curricular Priorities, Capabilities and Literacies |
| Associated higher education awards | Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary) |
| Duration | One semester |
| Level | Advanced |
| Core/elective | Core |
| Weighting | Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320 |
| Delivery mode | Face-to-face on site |
| Student workload | <i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week. |
| Prerequisites/ co-requisites/ restrictions | <i>Prerequisites:</i> PE332 Teaching for Learning: Curriculum and Planning (P-6) <i>or</i> PE336 Teaching for Learning: Curriculum and Planning (7-12) |
| Rationale | <p><u>Enduring Understanding:</u> Effective teachers are capable of critical engagement with teaching, resourcing and assessing cross-curricular priorities and literacies.</p> <p>In order to facilitate teaching and learning in relation to student needs, pre-service teachers must be able to engage pedagogical approaches which use a wide range of traditional and contemporary literacy, numeracy and digital literacy across the curriculum. Therefore, it is important for pre-service teachers to develop a common practical and critical discourse about literacy, numeracy and digital literacy that can be used across learning areas and that includes consideration of Christian worldview.</p> <p>This unit will use pedagogical frameworks for cross-curricular literacies to assist pre-service teachers to create safe and supportive learning spaces and pedagogies where diverse language and cultural backgrounds are respected. Pre-service teachers will explore and apply the literacy, numeracy and digital literacy requirements of the Australian Curriculum. They will also investigate student assessment data (e.g. NAPLAN results) in order to evaluate student learning and to inform their teaching practice. This unit will also further develop the pre-service teacher's personal and professional competency in literacy, numeracy and digital literacy.</p> |
| Prescribed text(s) | Selected readings will be available via the Moodle™ site for this unit. |

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| Recommended readings | <p>Books</p> <p>Comber, B. (2015). <i>Literacy, place, and pedagogies of possibility</i>. New York, NY: Routledge.</p> <p>Cope, B., & Kalantzis, M. (2012). <i>Literacies</i>. South Melbourne, VIC: Cambridge University Press.</p> <p>Gillen, J. (2014). <i>Digital literacies</i>. London, UK: Routledge.</p> <p>Howell, J. (2012). <i>Teaching with ICT: Digital pedagogies for collaboration and creativity</i>. Melbourne, VIC: Oxford University Press.</p> <p>Jorgensen, R., Sullivan, P., & Grootenboer, P. (Eds.) (2013). <i>Pedagogies to enhance literacy and numeracy for indigenous students: Evidence-based practice</i>. Singapore: Springer.</p> <p>Mills, K.A. (2016). <i>Literacy theories for the digital age: Social, critical, multimodal, spacial, material and sensory lenses</i>. Bristol, UK: Multilingual Matters.</p> <p>Tompkins, G., Campbell, R., Green, D., & Smith, C. (2015). <i>Literacy for the 21st century: A balanced view</i> (2nd ed.). Melbourne, VIC: Pearson.</p> <p>Journals</p> <p><i>Access</i></p> <p><i>Australasian Journal of Language and Literacy</i></p> <p><i>Australian Primary Mathematics Classroom</i></p> <p><i>English in Australia</i></p> <p><i>Teaching Mathematics</i></p> <p><i>The Australian Mathematics Teacher</i></p> <p>Websites</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) http://www.australiancurriculum.edu.au/</p> <p>New Learning: Transformational Designs for Pedagogy and Assessment http://newlearningonline.com/literacies</p> <p>General Capabilities http://newlearningonline.com/literacies</p> <p>Indigenous ways to multimodal literacy https://wmlresearch.wordpress.com/</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
| Specialist resource requirements | <p>Nil</p> |
| Content | <ol style="list-style-type: none"> 1. Cross-curricular priorities and capabilities; national policy, curriculum and testing initiatives 2. Assessment and reporting in literacy, numeracy and digital literacy; exploring student data for teaching and learning 3. Indigenous ways to multimodal literacy 4. Issues and imperatives for Australian Curriculum: Cross-curriculum priorities 5. Issues and imperatives for Australian Curriculum: General capabilities 6. Pedagogical frameworks for cross-curricular literacies: Multiliteracies pedagogical framework, TPACK framework 7. ICT tools, strategies and resources for teaching across learning areas 8. Safe, responsible and ethical use of ICTs in educational contexts |

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| Learning outcomes | <p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. interrogated the nature of cross-curricular priorities and general capabilities for teaching and learning in the Australian context, including respect for Aboriginal and Torres Strait Islander cultures, histories and languages; 2. evaluated the principles underlying cross-curricular approaches to teaching and learning in the 21st century; 3. compared and contrasted literacy, numeracy and digital literacy and practices across the learning areas; 4. applied authentic teaching, learning and assessment tools, models, and practices to cross-curricular priorities and general capabilities; 5. critically reflected upon safe, responsible and ethical use of ICTs in learning and teaching with special consideration of Indigenous ways of knowing and being; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. |
| Assessment tasks | <p>Task 1: Issues Paper</p> <p>Issues Paper and Discussion; Cross-curricular Priorities/General Capabilities</p> <p>Word Length: 1,000 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-3, 6</p> <p>Assessed: Week 7</p> <p>Task 2: Plans and Demonstration</p> <p>Professional Workshop Presentation – ICTs</p> <p>Word Length/Duration: 1,000 words/15 minutes</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 2, 4-6</p> <p>Assessed: Week 9-10</p> <p>Task 3: Investigation and Plans</p> <p>Unit Plan Critique – General Capabilities</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p> |
| Australian Professional Standards for Teachers (APST) | <p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ol style="list-style-type: none"> 1.2 Understand how students learn 3.1 Establish challenging learning goals 3.3 Use teaching strategies 6.2 Engage in professional learning and improve practice |

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| Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i> : | | | |
| <i>Graduate Teacher Standards</i> | | <i>Learning Outcomes</i> | <i>Assessment Tasks</i> |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds | 1, 4 | 3 |
| 1.4 | Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | 1, 3, 5 | 1 |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. | 1, 4 | 1 |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | 1, 3 | 2, 3 |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 2, 3, 5 | 2, 3 |
| 3.4 | Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | 3, 5 | 2, 3 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 3, 6 | 2 |
| 4.5 | Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. | 3, 5 | 1, 2 |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | 1, 3, 5 | 3 |
| Unit summary | This unit facilitates teaching and learning approaches, priorities and practices in relation to literacy, numeracy and digital literacy across the curriculum. | | |