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.
Unit Name | Early Years: Pedagogies for Literacy and Numeracy
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Unit Code | CR333
Award | Bachelor of Education (Primary) - Stream B: Early Phase
Core/Elective | Core
Pre/co-requisites | Nil
Mode | Internal
Weighting | 10 credit points
Delivery/Contact hrs | Class contact
Engagement with unit materials readings
Total | 33 hours
44 hours
63 hours
140 hours
Teaching Staff | Wendy Jarrott-Smith (Unit Coordinator)
Dr Peter Price
Unit Rationale | With the recent rapid development of technological forms of discourse and communication, there is an increasing need for school students to be able to read, critically interpret and produce documents and other texts in a variety of forms. For early phase learners, literacy and numeracy in both social and learning contexts is very important. Learning to communicate effectively, both qualitatively and quantitatively, with others is foundational to a student’s success as a learner. This unit is specifically designed to address the need for preservice teachers to broaden their repertoire of understandings and practices of teaching, learning and assessment of literacy and numeracy in the early phase. It engages preservice teachers in analysing and developing resources and strategies for developing early literacy and numeracy. It will also use the Multiliteracies Pedagogical Framework (MPF) as a common structure and discourse that can be used as the basis for the development of teaching and learning that links various literacies in innovative and productive teaching and learning across the learning areas.

Learning Outcomes:
On completion of this unit, preservice teachers will have provided evidence that they have:

1. Knowledge of key principles, terminology and themes relating to literacies; including literacy, numeracy and digital literacy for teaching, learning and assessment.
2. Identified relevant literate and numerate practices for reading and writing in the learning areas.
3. Engaged with pedagogical strategies, tools and resources mediated through ICT technologies, relevant to the learning areas.
4. Established a sound knowledge and use of pedagogical practices for developing numeracy in the early years.
5. Established a sound knowledge and use of pedagogical practices for developing literacy in the early years.
6. Developed and applied logical, innovative and authentic teaching, learning and assessment tools, models, and practices to the development of literate and numerate demands and practices across learning areas.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1    | Literacy, numeracy and digital literacy as core responsibilities  
- Cross-curricular literacies and priorities; national policy, curriculum and testing initiatives  
- Syllabus imperatives; literacy, numeracy and ICT indicators and benchmarks |
| 2-5  | Pedagogies for developing early literacy  
- Early developmental stages in reading, writing, speaking and listening  
- Environmental language experiences; reading and writing in context  
- Analysing and using children’s books  
- Building vocabulary for social and learning contexts  
- Phonemic awareness and analysis  
- Engaging and refining approximations in reading and writing  
- Introducing genres; developing different text-types  
- Developing oral, aural, written, designed, viewed and read language |
| 6-9  | Pedagogies for developing early numeracy  
- Early Mathematical Understandings  
- Building on early experiences with symbol representations for quantity  
- Building on early experiences with numeracy events  
- Early experiences with calculators, interactive whiteboards and other ICT tools to learn mathematics  
- Socio-dramatic, fantasy, exploratory, manipulative, physical and games play to develop numeracy  
- Investigating and communicating about quantities and their representations, attributes of objects and collections, position, movement and direction, order, sequence and pattern. |
| 10-11| Common discourses about literacy, numeracy and digital literacy  
Using the MPF for teaching and learning:  
- Situated and transformed practice  
- Overt instruction  
- Critical framing  
- Pedagogies for literate, numerate and digital demands |

### Set Text Requirements:


### Recommended Readings:

Anstey, M 2006, Teaching and Learning Multiliteracies: Changing Times, Changing Literacies, International Reading Association, Newark, DE.


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing in the Content Areas (2000 words)</td>
<td>Select one text for each KLA, each representing a different genre, and develop two key teaching and learning resources: 1. Comprehension activity, incorporating decoding and encoding, and 2. Writing activity that builds on the text.</td>
<td>1-3, 5-7</td>
<td>Week 5</td>
<td>30%</td>
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<tr>
<td>Numeracy Folio</td>
<td>Construct a folio of hands-on materials and resources, including at least one use of appropriate ICTs, for teaching and learning ‘early mathematical understandings’.</td>
<td>1-4, 6, 7</td>
<td>Week 8</td>
<td>30%</td>
</tr>
<tr>
<td>Integrated Unit Plan (Team: 3000 words)</td>
<td>Working with a partner, develop a unit plan that integrates literate and numerate demands with a selected topic for an early years context. The unit should incorporate best practice pedagogies for developing schools students’ early literacy and numeracy.</td>
<td>1-7</td>
<td>Week 11</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Unit Overview:**

This unit develops frameworks for preservice teachers to build the literacy and numeracy skills and practices of early years learners within the classroom. This will develop sound foundations in identifying, teaching and assessing the literate and numerate demands of contemporary educational, professional and social contexts of early phase students.