

MODULE HANDBOOK

Module Code: ECAD6012

**Module Title: Cross Curricular
Responsibilities: Literacy,
Numeracy and Digital Competence**

BA in Education with QTS

LEVEL 6

YR ATHROFA

2019-2020

1. Points of contact

If you need to discuss anything relating to the module contact:

Rachel Wallis

rachel.wallis@uwtsd.ac.uk – module lead

2. Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and Participate in all sessions

Please read the University Regulations for Students

3. Aims and Learning Outcomes

AIM(S)

- To provide a critical overview of the knowledge, skills and understanding needed to ensure progression in literacy, mathematics and digital competence.
- To equip students with the critical skills necessary to effectively teach literacy, numeracy and digital competence through cross-curricular pedagogies.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evidence a secure understanding of children's development in literacy, numeracy and digital competence across the primary age range.

- Be self-directed in selecting effective pedagogic skill to meet individual needs and ensure pupil progress.
- Critically evaluate the impact of cross-curricular pedagogies on the progress on all learners in literacy, numeracy and digital competence.

4. Essential background reading/tasks

Please refer to the Year 3 preparation padlet (<https://padlet.com/uwtsd/yr3>) for some essential background reading and tasks. In particular, for this module, it is vital that you develop a working awareness of curriculum in Wales requirements (e.g. by being familiar with Donaldson's (2015) *Successful Futures* recommendations and by reading information available from Welsh Government, such as: <https://hwb.gov.wales/draft-curriculum-for-wales-2022>

Tutors may also set, with appropriate notice, pre or post session tasks via Moodle or during sessions.

5. Module summary

This module focuses on cross-curriculum responsibilities of literacy, numeracy and digital competence. A key strand within this module will be considering, in a critical way, models for supporting learning of literacy, numeracy and digital competence in an evolving curriculum in Wales. Although there should be a common strand within the module (models for cross-curricular teaching), sessions will be organised with either a literacy, numeracy or digital competence focus. This is so that you can consider critically and, in greater depth, the nature of each cross-curricular responsibility and its potential links with other Areas of Learning and Experience.

You will need to apply previously developed knowledge and experience of language, mathematics and ICT teaching and learning to support your understanding. You will also be expected to undertake independent study to develop your own subject knowledge in these areas so that you can apply this to ensure effective development literacy, numeracy and digital competence. Tutors will set directed tasks and will also indicate useful resources to support your subject knowledge and independent study.

Literacy as a cross-curricular responsibility



Sessions	Notes
1 & 2 (10.10.19)	Teaching and learning in literacy; literacy across and within the AoLEs
3 & 4 (24.10.19)	Literacy in the Humanities and Expressive Arts; Literacy in Science & Technology and Mathematics & Numeracy.
5 & 6 (14.11.19)	Literacy in Health & Well-being; progression.

Numeracy as a cross-curricular responsibility



Sessions	Notes
1 & 2 (3.10.19)	Application of cross-curricular models of teaching to numeracy; Numeracy in Science and Technology
3 & 4 (17.10.19)	Numeracy within Language, Literacy and Communication and Expressive Arts
5 & 6 (7.11.19)	Numeracy within Health and well-being and Humanities

Digital competence as a cross-curricular responsibility



Sessions	Notes
1 & 2 (31.10.19)	What is digital Competence - What is Digital literacy? DCF curriculum, Digital Responsibility. Digital footprint and legacy.

3 & 4 (21.11.19)	Understanding Digital Competence in the curriculum
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As an additional support session, you will be provided with support on academic posters. This will take place on 15th October 2019 with Alison Ress-Edwards.

There will also be an assignment support session on 5th December 2019.

6. Assessment

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Poster	Equivalent to 2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

Please see further information on the Assessment Specification Template forms (Moodle)

7. Reading for the Module

Module Code	ECAD6012	
Module Title	Cross Curricular Responsibilities: Literacy, Numeracy and Digital Competence	
Classification	Reading List entry	Electronic
Essential	Askew, M. (2011) <i>Transforming Primary Mathematics</i> , Oxon: Routledge	☐
Essential	Assessment for learning and the National Literacy and Numeracy Framework (2014) Wales Government, Cardiff http://learning.wales.gov.uk/docs/learningwales/publications/131104-assessment-for-learning-and-the-nlnf-en.pdf	☒
Essential	Didau, D. (2014) <i>The Secret of Literacy</i> , Carmarthen: Crown Publishing.	☐
Essential	Gross, J. (2013) <i>Time to Talk</i> , Fulton: Oxon	☐
Essential	Haylock, D. (2011) <i>Mathematics Explained for Primary Teachers</i> 4th ed, London: Sage	☐
Essential	Haylock, D. and Cockburn, A. (2013) <i>Understanding Mathematics for Young Children</i> . London: SAGE	☐
Essential	Payton, S. and Hague, C. (2010). Digital literacy across the curriculum Bristol: Futurelab.	☐
Essential	<i>Qualified for Life</i> (2015) Wales Government, Cardiff http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en	☒
Essential	<i>The Digital Competence Framework</i> (2016) Wales Government, Cardiff http://learning.gov.wales/docs/learningwales/publications/160901-dcf-excel-en.xlsx	☒
Further	Alexander, A. (2008) <i>Towards Dialogic Teaching, Rethinking Classroom Talk</i> , London: Dialogos.	☐
Further	Bird, J. (2014) Lessons in teaching computing in primary schools. United Kingdom: SAGE Publications	☐
Further	Caldwell, H. and Bird, J. (2015) Teaching with Tablets. United Kingdom: SAGE Publications	☐
Further	Hanson, A. (ed.) (2011) <i>Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School</i> , London: Sage	☐
Further	McAteer, M. (ed.) (2013) <i>Improving Primary Mathematics Teaching and Learning</i> , Berkshire: Open University Press	☐
Further	Oakhill, J. (2015) <i>Understanding and Teaching Reading Comprehension</i> , Routledge: London.	☐

Further	Pound, L. and Lee, T. (2010) <i>Teaching Mathematics Creatively</i> , Routledge: Oxon	☐
Further	Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009) <i>Developing Primary Mathematics Teaching: Reflecting on Practice with the Knowledge Quartet</i> , London: Sage.	☐
Further	Savage, M. and Barnett, A. (2015) <i>Digital literacy for primary teachers</i> . United Kingdom: Critical Publishing	☐
Further	Taylor, H. and Harris, A. (2013) <i>Learning and Teaching Mathematics 0-8</i> , London: Sage	☐
Further	Turvey, K., Sharp, J. and Potter, J. (2016) <i>Primary computing and digital technologies: Knowledge, understanding and practice</i>. London, United Kingdom: SAGE Publications	☐
Further	Waugh, David. (2015) <i>Teaching Grammar, Spelling and Punctuation in the Primary School</i> , Learning Matters: London.	☐

Further reading

Cross-curricular teaching

Barnes, J. (2018) *Applying cross-curricular approaches creatively* Oxon: Routledge

Barnes, J. (2015) *Cross-curricular learning 3-14 (3rd edition)* London: SAGE

Hayes, D. (2010) *The seductive charms of a cross-curricular approach*, Education 3-13, 38:4, 381-387 (shared on padlet)

Key policy and Curriculum Documents

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* Welsh Government

Curriculum for Wales (current):

<https://hwb.gov.wales/curriculum-for-wales-2008/>

Curriculum for Wales (2022):

<https://hwb.gov.wales/draft-curriculum-for-wales-2022>

Download and read: Estyn Guidance (e.g. literacy and numeracy) available at:

<https://www.estyn.gov.wales/document/supplementary-guidance-inspection-literacy-schools>

<https://www.estyn.gov.wales/document/supplementary-guidance-inspection-numeracy-schools>

Estyn best practice guidance and thematic reports should also be useful

<https://www.estyn.gov.wales/>

Digital Competence Reading List:

“Digital Literacy Across the Curriculum” Futurelab 2010

Tanya Byron – Safer Children in the Digital World - The Report of the Byron Review 2008

Language and Literacy Reading List

Oracy

Developing Oracy.

<http://learning.gov.wales/resources/learningpacks/mep/literacy/creating-best-practice/developing-oracy/?lang=en>

Alexander, A. (2008) *Towards Dialogic Teaching, Rethinking Classroom Talk*, London: Dialogos.

Alexander, R.J. (1995) *Versions of Primary Education*, Routledge, chapters 4, 5 and 6. <http://www.routledge.com/books/details/9780415128384/>

Alexander, R.J. (2001) *Culture and Pedagogy*, Blackwell, especially chapters 15 and 16, pp 391-528 <http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0631220518,descCd-reviews.html>

Alexander, R.J. (2008) *Towards Dialogic Teaching: rethinking classroom talk* (4th edition), Dialogos http://www.robinalexander.org.uk/wp-content/uploads/2012/10/TDT_Order_Form.pdf

Alexander, R.J. (2008) *Essays on Pedagogy*, Routledge, chapters 4, 5, 6 and 7, pp 72-172, and appendix, pp 184- 191. <http://www.routledge.com/books/details/9780415454834/>

Alexander, R.J. (2001) ‘In any language, it’s good to talk’, *Times Educational Supplement*, 19 January. <http://www.tes.co.uk/article.aspx?storycode=342696>

Alexander, R.J. (2003), ‘Talk in teaching and learning: international perspectives’, in QCA (ed) *New Perspectives on Spoken English*, QCA, pp 26-37.

Alexander, R.J. (2003) 'Oracy, literacy and pedagogy: international perspectives', in Bearne, E., Dombey, H., Grainger, T. (ed) *Interactions in Language and Literacy in the Classroom*, Open University Press, pp 23-35.

Copping, A. (2016) *Being Creative in Primary English*. Oxon: Sage

Didau, D. (2014) *The Secret of Literacy*, Carmarthen: Crown Publishing.

Gross, J. (2013) *Time to Talk*, Fulton: Oxon. E-book available in library.

Language Websites National Literacy Trust available at:

<http://www.literacytrust.org.uk/> United Kingdom Literacy Association available at:
<http://www.ukla.org/>

Oakhill, J. (2015) *Understanding and Teaching Reading Comprehension*, Routledge: London.

Mathematics and Numeracy Reading List

Askew, M. (2011) *Transforming Primary Mathematics*, Oxon: Routledge Cotton, T. (2013) *Understanding and Teaching Primary Mathematics*, Routledge: Oxon

Hanson, A. (ed.) (2011) *Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School*, London: Sage

Haylock, D. (2011) *Mathematics Explained for Primary Teachers 4th ed*, London: Sage Haylock, D. and Cockburn, A. (2013) *Understanding Mathematics for Young Children*. London: SAGE

McAteer, M. (ed.) (2013) *Improving Primary Mathematics Teaching and Learning*, Berkshire: Open University Press

Pound, L. and Lee, T. (2010) *Teaching Mathematics Creatively*, Routledge: Oxon Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009) *Developing Primary*

Mathematics Teaching: Reflecting on Practice with the Knowledge Quartet, London: Sage. Taylor, H. and Harris, A. (2013) *Learning and Teaching Mathematics 0-8*, London: Sage

