

LEARNING NUMERACY EDU1LNU

Subject Learning Guide

Semester 2
2021

Bundoora
Bendigo
Mildura
Shepparton

Subject Coordinator:
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Subject Details

GENERAL DETAILS					
Subject Code:	EDU1LNU	Subject Title:	Learning Numeracy		
Teaching Period:	Semester 2	Location(s):	Bundoora, Bendigo, Mildura, Shepparton		
Credit Points:	15	Mode:	Blended	Level:	1

ENROLMENT REQUIREMENTS	
Prerequisites:	Students must be enrolled in the following course in order to undertake this subject: Bachelor Educational Studies (EBEST EBESTB, EBESTM, EBESTP), Bachelor of Education Secondary (EBEDS, EBEDSB, EBEDSM), Bachelor of Education Primary (EBEDP, EBEDPB, EBEDPM), Bachelor of Early Childhood (EBECB, EBECB), Bachelor of Early Childhood Education (EBECE), Bachelor of Education (EVEDB, RBEDM), Bachelor of Educational Studies (EBESB, EBES, EBESM), Bachelor of Teaching Primary (EBTP, EBTS), Bachelor of Outreach and Community Education (EBOCE), Bachelor of Teaching (Outreach & Community Education) EBTOCE
Co-requisites:	Nil
Incompatibles:	Nil
Assumed Skills & Knowledge:	N/A
Special Study Requirements:	N/A

STAFF CONTACTS					
Role	Campus	Name	Email	Telephone	Room
Subject Coordinator	Bendigo	Noleine Fitzallen	n.fitzallen@latrobe.edu.au	03 5444 7958	ED 3:13

SUBJECT DESCRIPTION
The work in this subject is designed to meet the mathematical needs of each student. Each week students are encouraged to develop further previous mathematical understanding through targeted opportunities to deepen mathematical thinking. This subject is specifically designed to engage each learner in substantive communication around mathematical concepts and procedures, to develop their mathematical understandings. Students have opportunities to demonstrate mastery of their mathematical knowledge and skills. Active involvement in this subject supports the skill development in Numeracy for completion of a final numeracy test hurdle task.

SUBJECT INTENDED LEARNING OUTCOMES (SILOS)		
Upon successful completion of this subject, you should be able to:		APSTs
1	Document evidence of conceptual understanding of mathematics.	2.1
2	Demonstrate mathematical skills through modelling, problem solving, and performance.	2.1
3	Communicate effective mathematical thinking processes.	2.1
4	Interpret personal and other mathematical performance from tests and classwork.	2.1

GRADUATE CAPABILITIES		
The following Graduate Capabilities (GCs) are <i>evaluated</i> in this subject:		
	GC	GC Point
a	INQUIRY AND ANALYSIS	Research and Evidence-based Inquiry
b	PERSONAL AND PROFESSIONAL	Adaptability and Self-management

LEARNING ACTIVITY SUMMARY	
Learning Activity:	Schedule

Lectures	Weeks 1-11
Tutorials	Weeks 1-12
Self-guided Learning: bksb Hurdle Task	Weeks 1-12 (if needed)
Online activities – asynchronous	Weeks 1-11

Further information is available at www.latrobe.edu.au/students/timetables

ASSESSMENT AND FEEDBACK SUMMARY					
Assessment Tasks:	Due Date	SILOs	GCs	%	Comments
Assessment Task 1: Maths work: The application of numeracy skills	August 29, 2021	1, 2, 3	a, b	50	CRITICAL TASK
Assessment Task 2: Evidence Trajectory: Reflective account of mathematical growth	October 17, 2021	2, 3, 4	a, b	50	CRITICAL TASK
Assessment Task 3: bksb Mathematics competency requirement.	October 24, 2021	1, 2, 3	b	0	Hurdle requirement
CRITICAL TASKS Pre-service teachers will be required to demonstrate a positive impact on student learning through the development of a Digital Evidentiary Portfolio. This portfolio will be presented in the final professional experience subject in each initial teacher education program. Pre-service teachers will be required to provide evidence, identified through several critical tasks undertaken during their degree that demonstrates successful performance against all the Australian Professional Standards for Teachers prior to graduation including impact on student learning. Critical Tasks are assessment tasks that provide evidence of students' capacity to meet graduate teacher standards. They are not additional tasks, they are assessment tasks that have been designated as significant indicators of progress towards and achievement of the graduate teacher standards. These selected tasks cover both academic and professional experience contexts. Some standards are linked to more than one critical task. What do students need to know? - Each critical task is to be treated as any assessment task. - At the final year of the course these critical tasks will provide evidence of meeting the graduate standards in a Critical Task Evidentiary Portfolio (DEP). If students fail a critical task they may be required to improve the task if choosing to use it as evidence of meeting a particular standard.					

LEARNING RESOURCES			
Reading Type	Title	Author and Year	Publisher
Prescribed	The Mathematics Book... Anyone Can Do It!	Prochazka, H. (2018)	Zenolith
Prescribed	The Tiger That Isn't: Seeing Through a World of Numbers	Blastland, M., & Dilnot, A. (2008).	Profile Books
Prescribed	What's average?	Stack, S., & Watson, J. (2010).	<i>Australian Mathematics Teacher</i> . 66(3), 3-15.
Prescribed	What is typical for all kinds of data? Examples from the Melbourne Cup.	Watson, J. (2014).	<i>Australian Mathematics Teacher</i> . 70(2), 33-44.

STUDENT FEEDBACK ON SUBJECT SURVEYS

Student feedback contributes to enhancing the student experience and to improving the quality of learning and teaching at the University. The University has piloted two new survey instruments in 2019 which will be rolled out for all 2021 subjects. The new student feedback instruments include:

1. **Early Feedback on Learning** – You will receive this survey early in your course. The purpose of this survey is for you to highlight what works well or does not while there is still time to make changes in the semester. Teaching staff will review your feedback and introduce changes where appropriate to further improve this subject and enhance your learning.
2. **Subject Quality Survey** - This survey allows you to provide feedback prior to the end of the teaching period about this subject and the teaching of this subject. It combines the previously separate Student Feedback on Subjects (SFS) and Student Feedback on Teaching (SFT) surveys. The Subject Quality Survey (SQS) is one of the quality assurance processes that occur across the University. While the survey is anonymous, we do expect that you use respectful language and provide constructive feedback. Your views are taken seriously and assist us to improve the learning experience for future students. Feedback from previous students who completed this subject, as well as the action taken by the subject coordinator in response to the feedback is available in the LMS site for this subject.

The new survey instruments are shorter than previous surveys and have been designed in conjunction with both staff and students.

SUMMARY OF FEEDBACK FROM LAST YEAR

To reduce the assessment load of the subject, the number of assessment tasks has been reduced to two. Previous iterations of the subject had three assessment tasks.

Policies, Procedures and Guidelines

The University has a comprehensive policy framework to which both staff and students must adhere. You should familiarise yourself with those policies, procedures and guidelines likely to affect you especially the following:

- Academic Integrity
- Academic Progress
- Assessment and Feedback
- Extension to Submission Dates
- Late Submission of Assessment Tasks
- Occupational, Health and Safety [OHS]
- Privacy
- Special Consideration
- Student Charter
- Use of Electronic Mail

The relevant policies, procedures and guidelines can be found on the website at: <http://www.latrobe.edu.au/policy/>

Academic Integrity

Academic integrity means being honest in academic work and taking responsibility for learning the conventions of scholarship. La Trobe University views this seriously as evidenced by the following extract:

Academic honesty is a fundamental principle in teaching, learning, research and scholarship. The University requires its academic staff and students to observe the highest ethical standards in all aspects of academic work and it demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic misconduct and all forms of cheating.

Academic Integrity Procedures (2012, p. 1 of 6)

Academic misconduct includes improper referencing, plagiarism, copying and cheating. You should familiarise yourself with your responsibilities in relation to Academic Integrity and if you have any questions, direct them to your Course Coordinator. Information can be found on the website at: <http://www.latrobe.edu.au/students/academic-integrity>.

All hard copy assignments should be accompanied by the Academic Integrity Assignment Declaration Form available at: http://www.latrobe.edu.au/_data/assets/pdf_file/0017/711152/Assignment-Declaration-Form.pdf

For assistance with referencing visit <http://www.latrobe.edu.au/students/academic-integrity/referencing-help>

Referencing in the School of Education

When submitting work for assessment, students must declare all sources from which they derive the material and/or ideas of others. This should be done using the School-preferred referencing style of the American Psychological Association (APA 7).

To assist you in referencing your assignments correctly, the La Trobe Library provides an online Academic Referencing Tool (ART) that contains detailed examples for prescribed La Trobe University referencing styles. The ART tool includes examples of in-text referencing, direct quotations, paraphrasing and footnoting. Bibliography/Reference List and detailed style notes are also available.

To view the ART, go to <https://latrobe.libguides.com/referencing-tool> For a tutorial to help you understand the principles of referencing go to the Academic Referencing Modules available at: <http://www.lib.latrobe.edu.au/arm/> (Do not open in Edge)

References for the APA 7 style are the *Publication Manual of the American Psychological Association* (7th Edition, 2020) published by the APA, Washington: DC (available in the Library) and the [APA Style Grammar and Guidelines](#).

Special Consideration

Special Consideration is the term used to describe a process that applies an equity measure to ensure that where any temporary adverse circumstances beyond the control of a student, that impact negatively on that student's ability to demonstrate their learning achievement for an assessment task, is taken into account.

Eligibility to apply for Special Consideration does not automatically imply eligibility to receive it. Certain criteria must be satisfied in order to receive Special Consideration.

Please refer to the relevant policies, procedures and guidelines website at: <http://www.latrobe.edu.au/policy/>

Submission of special consideration applications for assignments, mid-semester tests and final examinations should be made online at: <http://www.latrobe.edu.au/special-consideration>

Extensions, Late Submissions and Penalties

There are policies and procedures to guarantee fair, consistent, and transparent treatment of late submission of assessment tasks provide equity around extensions to submission dates and penalties associated with not submitting assessment by the due date and time.

The University requires fair, consistent and transparent treatment of late submission of assessment tasks. The procedure for late submission is documented in the Late Submission of Assessment Tasks document (Ref. no. 112027D). It states:

The standard penalty for late submission of assessment tasks is 5% of the marks for that task for each delay in submission of a day or partial day up to a maximum of five (5) working days after the due date. Assessment tasks will not be accepted after the earlier of the following occurrences:

- *The fifth (5th) working day after the due date; or*
- *Feedback on the assessment task has been returned to any student by the Teaching Team member.*

These penalties apply only to individual assessment tasks worth 15% or more of the total assessment for the subject. Late submission of take-home examinations is not permitted.

Submission of special consideration applications for assignments, mid-semester tests and final examinations should be made online at: https://latrobe-current.custhelp.com/app/specialconsideration_error/error/17/subject/contact.login/redirect/app/specialconsideration/home.

Please refer to the relevant policies, procedures and guidelines website at: <http://www.latrobe.edu.au/policy/>

Student Complaint

The **Student Complaints Management System (SCM)** is a formal mechanism for students to lodge concerns about any aspect of their University experience. A student complaint may be about any aspect of University life, such as an administrative matter, a problem with a subject or course, or the conduct of a student or staff member.

For more information about the **Student Complaint process** and how to lodge a complaint, visit the **Complaints and Feedback** page at: <https://www.latrobe.edu.au/students/support/complaints>.

Learning and Support Programs

The Learning and Support Programs available at La Trobe ensure that all La Trobe students – including those from non-English-speaking backgrounds – develop high-level academic speaking, writing, reading, and numeracy skills required for successful learning in their courses. For further information, please see the website at:

<http://www.latrobe.edu.au/students/learning/>

Learning Management System (LMS)

The Learning Management System (LMS) is an Internet based system which allows you access to learning materials and to interact with other students and teaching staff in activities related to your studies from any location with Internet access. Most subjects have a LMS site into which you are automatically added as part of your enrolment into the subject.

The LMS can be accessed at: <https://lms.latrobe.edu.au/login/index.php> by using your Username and Password provided to you on your *Statement of Account*. If you are having trouble accessing the LMS or want to find out more about LMS, please see the website at: <http://www.latrobe.edu.au/students/it/teaching/lms>

Library

The [Library](#) offers many ways to support your study. To discover more about library support and services, visit the website and explore these essential resources:

- [Achieve@Uni](#) – Learn all the academic skills you need for successful assessments
- [Academic Referencing Tool](#) – Get detailed examples of referencing
- [Assessment Planner](#) – Create a personal assessment schedule
- [Training and workshops](#) – Attend essential workshops and learning programs
- [Expert Help Guides](#) – Find expert discipline and specialist help for your research
- [Reading Lists](#) – Access reading lists for your subjects
- [Contact us](#) – Chat, call or email with your questions

Student Support Services

If you have special needs due to disability or other factors the Equality and Diversity Centre can provide advice and support. This Centre can be contacted by telephone on (03) 9479 2900 (Melbourne); (03) 5444 7410 (Bendigo); (02) 6024 9628 (Albury-Wodonga); **National Relay Service Deaf and Hearing Impaired**: T: 133677 (within Australia only). Email: Equality@latrobe.edu.au or refer to the website at: <http://www.latrobe.edu.au/students/support>.

Learning Hub

The Learning Hub is the place to develop and extend skills, for every student, at every level, on every campus through workshops, walk-ins and consultations. Specialist and peer support for [Academic English](#), [Writing](#), [Study Skills](#), [Maths](#), [Chemistry](#), [Library Skills](#) and [Digital Literacy](#) is available.

Programs offer a range of activities to assist you with your learning and studying during the semester. Find out more about the **Learning Hub Services** at <https://www.latrobe.edu.au/students/study-resources/learninghub/services>.

Schedule of Learning Activities

Session Plan

Week	Date	Topic	Activity	Assessment %	Resources
1	July 19	Being numerate	Tutorial		Details provided in LMS. Access <i>The Mathematics Book... Anyone Can Do It!</i> and other resources from the subject Reading List
2	July 26	Being average	Tutorial		
3	Aug 2	Numeracy in the news	Tutorial		
4	Aug 9	Is it likely?	Tutorial		
5	Aug 16	Reading beyond the data	Tutorial		
6	Aug 23	Two-way relationships	Tutorial		
	Aug 29	AT1: Maths Work	Assessment Task 1 due	50%	
		SEMESTER BREAK			
8	Sept 6	Zero and one	Tutorial		Details provided in LMS. Access <i>The Mathematics Book... Anyone Can Do It!</i> and other resources from the subject Reading List
9	Sept 13	Fractional pieces	Tutorial		
10	Sept 27	Big numbers	Tutorial		
11	Oct 4	Nets are not just for fishing	Tutorial		
12	Oct 11	Looking back, looking forward	Tutorial		
	Oct 17	AT2: Evidence Trajectory	Assessment Task 2 due	50%	
	Oct 24	bksb Hurdle Task STUDY VACTION	Completion of the bksb – Working at Level 4	0%	
		CENTRAL EXAMINATION PERIOD			

Learning Activity Details

Lectures: Delivered online to watch before attending the week's tutorial.

Tutorials: Delivered face-to-face on the Bundoora, Bendigo, Mildura, and Shepparton campuses

Online asynchronous activities: Delivered via LMS to be completed within the week allocated.

Times and rooms are subject to change. To view the full time and location details for learning activities in this subject, please ensure you seek further information available at www.latrobe.edu.au/students/timetables.

You should also regularly check [at least once per week] the subject's LMS site (*where applicable*) for updated information.

Assessment and Feedback Details

Assessment Task: AT1	Due Date	%	SILOs Assessed
Maths work: The application of numeracy skills	August 29, 2021	50	1, 2, 3
Submission Details			
Via Turnitin in LMS			
Grading Criteria and Feedback			
Analyse the mathematics questions/problems/tasks presented. Discuss issues identified through the application of a critical reflection framework. Apply academic writing skills to communicate in a structured, cohesive, and ethical manner.			
Description of Task			
Select a newspaper article (hard copy or open-source online) that uses mathematics in the report. Use the Critical Literacy and Critical Questioning Framework (Stack & Watson, 2010) to dissect the article. Identify the mathematics information and discuss issues related to how the mathematics is used within the context of the article. Draw attention to information not included in the article that you need to understand better the claims made, from the both mathematics and context perspectives.			

Assessment Task: AT2	Due Date	%	SILOs Assessed
Evidence trajectory: Reflective account of mathematical growth	October 17, 2021	50	2, 3, 4
Submission Details			
Via Turnitin in LMS			
Grading Criteria and Feedback			
Demonstrate personal approach to interpreting questions/problems/tasks. Explain problem solving strategies applied. Reflect on development of personal mathematical/numeracy understanding. Apply academic writing skills to communicate in a structured, cohesive, and ethical manner.			
Description of Task			
Use a reflection framework provided to describe and discuss your development of numeracy and mathematical knowledge and skills across the duration of the subject, including challenges and success stories. Use samples of mathematics tasks completed across the duration of the subject to illustrate the points made. The samples must be different to the work submitted for AT1.			

Assessment Task 3: bksb Hurdle Task	Due Date	%	SILOs Assessed
bksb Hurdle Task	October 24, 2021	0	Working at Level 4
Submission Details			
Via the bksb website, accessed via School of Education LMS			
Grading Criteria and Feedback			
bksb diagnostic assessment: Working at Level 4			
Description of Task			
Complete the bksb diagnostic assessment and subsequent mathematics modules as directed to work towards being assessed at the <i>Working at Level 4</i> requirement. This task is designed to give you the opportunity to demonstrate your mathematics competency.			

More information about the assessment tasks will be provided in the Assessment tile in LMS.

Detailed Grading Criteria

Assessment Task 1 - *Maths work: The application of numeracy skills*

Criteria	80-100%	70-79%	60-69%	50-59%	0-49%
Analyse the mathematics questions/problems/tasks presented. <i>40% weighting</i>	Critically appraises how the mathematics is used to support claims made in the article. Discusses the implications of information being included or omitted.	Outlines how the mathematics is used to convey meaning of the context, and/or support claims made in the article. Identifies mathematics omitted.	Discusses how the mathematics explains or assists in understanding the context of the article.	Describes the mathematics included in the article and identifies how it is related to the topic covered in the article.	The mathematics and other Information presented is ill-structured and has errors and/or omissions.
<i>40 marks</i>	<i>40-32 marks</i>	<i>31.9-28 marks</i>	<i>27.9-24 marks</i>	<i>23.9-20 marks</i>	<i>19.9-0 marks</i>
Discuss issues identified through the application of a critical reflection framework. <i>30% weighting</i>	Critically appraises how the article positions the reader and conveys the author's intentions, values and biases. Evaluates the claims made and sources of information. Discusses the implications of information included/ omitted and plausibility of unsubstantiated claims.	Analyses the way in which the article conveys the key messages about the topic and the context and how it uses information to persuade the reader. Details the evidence used to support the claims made, verifies its credibility, and identifies information omitted.	Describes the way in which the article conveys the key messages about the topic and the context and how it uses information to persuade the reader (biased, balanced, or from multiple perspectives).	Identifies the purpose and intention of the article. Describes the context and issues addressed.	Information about the article is ill-structured and has errors and/or omissions.
<i>30 marks</i>	<i>30-24 marks</i>	<i>23.9-21 marks</i>	<i>20.9-18 marks</i>	<i>17.9-15 marks</i>	<i>14.9-0 marks</i>
Apply academic writing skills to communicate in a structured, cohesive, and ethical manner. <i>30% weighting</i>	Writing presents a multifaceted critical argument that synthesises multiple perspectives. Writing adheres to formal written English language conventions. Sources of information integrated into the text and are acknowledged using APA7 conventions. Adheres to word count requirements. Writing organised logically and flowed well.	Writing presents a well-defined argument and incorporates multiple perspectives. Writing adheres to formal written English language conventions. Sources of information are integrated into the text and are acknowledged using APA7 conventions. Adheres to word count requirements.	Writing presents a well-defined argument. Writing adheres to formal written English language conventions. Uses APA7 conventions for referencing and citing the work of others. Adheres to word count requirements.	Writing applies written English language conventions. Reiterates information from the literature. Uses author/date conventions for referencing and citing the work of others. Adheres to word count requirements.	Insufficient evidence of meeting the criterion. Does not adhere to word count requirements. Writing disjointed and lacks flow. Insufficient acknowledgement of the work of others.
<i>30 marks</i>	<i>30-24 marks</i>	<i>23.9-21 marks</i>	<i>20.9-18 marks</i>	<i>17.9-15 marks</i>	<i>14.9-0 marks</i>

Assessment Task 2 - Evidence trajectory: Reflective account of mathematical growth

Criteria	80-100%	70-79%	60-69%	50-59%	0-49%
Demonstrate personal approach to interpreting questions/problems/task. <i>40% weighting</i>	Complete, logical and well-structured presentation of mathematics, mathematical problem solving and other information for all mathematics problems selected. Mathematical ideas expressed are correct. Compares multiple solutions.	Complete and well-structured presentation of mathematics and other information for all mathematics problems. Mathematical ideas expressed are correct. Presents multiple solutions to problems.	Complete presentation of mathematics and other information for the mathematics problems selected. Mathematical details and ideas expressed are correct.	The mathematics and other information for the mathematics problems are organised logically. Mathematics details are correct.	The mathematics and other information are ill-structured, have errors and/or omissions.
<i>40 marks</i>	<i>40-32 marks</i>	<i>31.9-28 marks</i>	<i>27.9-24 marks</i>	<i>23.9-20 marks</i>	<i>19.9-0 marks</i>
Explain problem solving strategies applied. <i>20% weighting</i>	Critical appraisal of the problem solving strategies applied - evaluates the benefits and drawbacks of the problem solving strategies applied in relation to the problems solved and illustrated.	Elaborates on connections made among the problem solving strategies applied and the mathematics problems and information. Compares the usefulness of the strategies used with alternatives.	Describes connections among the problem solving strategies applied and the mathematics problems and information. Comments made about the usefulness of the strategies used.	Problem solving strategies identified relate to the way in which the mathematical problems were solved.	Problem solving strategies not identified or those identified are not evidenced in the work completed.
<i>20 marks</i>	<i>20-16 marks</i>	<i>15.9-14 marks</i>	<i>13.9-12 marks</i>	<i>11.9-10 marks</i>	<i>9.9-0 marks</i>
Reflect on development of personal mathematical/numeracy understanding. <i>20% weighting</i>	Evaluates personal approach to developing understanding of mathematical/numeracy understanding. Compares and examples from the tasks completed to illustrate the points made. Implications for ongoing learning development are grounded in the issues related to the learning experiences identified.	Assesses personal approach to developing understanding of mathematical/numeracy understanding. Uses examples from the tasks completed across the duration of the subject to illustrate the points made. Suggestions for ongoing learning development relate directly to the examples used.	Identifies important mathematical/numeracy ideas and concepts covered across the duration of the subject and describes the issues related to personal achievement. Suggestions for ongoing improvement are made.	Identifies important mathematical/numeracy ideas and concepts covered across the duration of the subject and relates the achievements to personal understanding.	Insufficient evidence: Reflection not related to personal development of mathematical/numeracy understanding within the topics covered.
<i>20 marks</i>	<i>20-16 marks</i>	<i>15.9-14 marks</i>	<i>13.9-12 marks</i>	<i>11.9-10 marks</i>	<i>9.9-0 marks</i>
Apply academic writing skills to communicate in a structured, cohesive, and ethical manner. <i>20% weighting</i>	Writing presents a multifaceted critical argument that synthesises multiple perspectives. Writing adheres to formal written English language conventions. Sources of information integrated into the text and are acknowledged using APA7 conventions. Adheres to word count requirements. Writing organised logically and flowed well.	Writing presents a well-defined argument and incorporates multiple perspectives. Writing adheres to formal written English language conventions. Sources of information are integrated into the text and are acknowledged using APA7 conventions. Adheres to word count requirements.	Writing presents a well-defined argument. Writing adheres to formal written English language conventions. Uses APA7 conventions for referencing and citing the work of others. Adheres to word count requirements.	Writing applies written English language conventions. Reiterates information from the literature. Uses author/date conventions for referencing and citing the work of others. Adheres to word count requirements.	Insufficient evidence of meeting the criterion. Does not adhere to word count requirements. Writing disjointed and lacks flow. Insufficient acknowledgement of the work of others.
<i>20 marks</i>	<i>20-16 marks</i>	<i>15.9-14 marks</i>	<i>13.9-12 marks</i>	<i>11.9-10 marks</i>	<i>9.9-0 marks</i>

Appendix 1: Australian Professional Standards for Teachers

In order for your course to be approved by The Victorian Institute of Teachers we are required to align our Subject Intended Learning Outcomes (SILOs) with the Australian Professional Standards for Teachers. The relevant standards are indicated next to the SILOs on Page 2 of this guide.

An overview of the Standards is provided below.

Professional knowledge

1. Know students and how they learn

- 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
- 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 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.
- 1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- 1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

2. Know the content and how to teach it

- 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
- 2.2 Organise content into an effective learning and teaching sequence.
- 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Professional Practice

3. Plan for and implement effective teaching and learning

- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- 3.3 Include a range of teaching strategies.
- 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
- 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 3.7 Describe a broad range of strategies for involving parents/carers in the educative process.

4. Create and maintain supportive and safe learning environments

- 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.
 - 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.
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|-----|--|
| 4.3 | Demonstrate knowledge of practical approaches to manage challenging behaviour. |
| 4.4 | Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. |
| 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. |

5. Assess, provide feedback and report on student learning

- | | |
|-----|--|
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. |
| 5.3 | Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. |
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. |
| 5.5 | Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. |

Professional Engagement

6. Engage in professional learning

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| 6.1 | Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs. |
| 6.2 | Understand the relevant and appropriate sources of professional learning for teachers. |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. |
| 6.4 | Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning |

7. Engage professionally with colleagues, parents/carers and the community

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| 7.1 | Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. |
| 7.2 | Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. |
| 7.3 | Understand strategies for working effectively, sensitively and confidentially with parents/carers. |
| 7.4 | Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. |