School of Education

# EDST6781 English 1

Term 1 2021

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**IMPORTANT:**

**For student policies and procedures relating to assessment, attendance and student support, please see website,**
https://education.arts.unsw.edu.au/students/courses/course-outlines/

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6781 English 1 (6 units of credit)
Term 1 2021

## 2. STAFF CONTACT DETAILS


| | |
|---|---|
| Course Coordinator: | Rachel Borthwick |
| Email: | r.borthwick@unsw.edu.au |
| Availability: | Email to arrange an appointment. |


## 3. COURSE DETAILS

| | |
|---|---|
| **Course Name** | Primary English Method 1 |
| **Credit Points** | 6 units of credit (uoc) |
| **Workload** | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| **Schedule** | http://classutil.unsw.edu.au/EDST_T1.html#EDST6781T1 |

SUMMARY OF COURSE

This course draws on sociocultural theories to introduce the continuum of English learning K-6, with special emphasis on the transitions prior to school to Early Stage 1 and in Stage 1. There will be a focus on literacy concepts students bring to school, as well as the range of developmental understanding and student ability within most classes. The emphasis will be on pedagogical approaches and teaching strategies suitable for:

a) developmental stages
b) progress in literacy
c) understanding and application of concepts across modes
d) formative assessment.

AIMS OF THE COURSE

The course enables students to explore and gain understanding of the role and value of fostering a love of English, language and literature; the power of language to express and evaluate ideas; the importance of effective communication across a range of modes; the role of language in positive interactions with others and the history and diversity of English and other languages. Students will enhance their knowledge, skills and understanding of the importance of English as a key to learning and learn how to apply the literacy continuum across all modes in Early Stage 1 and Stage 1 to assess effectively and formatively and to enhance development of early literacy skills.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- The course has been adjusted for further online accessibility and engagement.
- The teaching pattern has been changed to 1 weekly asynchronous 1-hour lecture, and a 2-hour tutorial either face-to-face or online. The online version of the tutorial will include at least 1-hour synchronous engagement.

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---|---|---|
| 1 | Demonstrate understanding of the range of home and community literacy experiences, including the impact of parental/carer attitudes and different cultural systems including Australian Indigenous communities | 2 |
| 2 | Demonstrate understanding of ways to support EAL/D learners at different stages of English learning by explicitly addressing their language needs | 1,2 |
| 3 | Demonstrate understanding of theories and research-based pedagogical practices that underpin language acquisition and development | 1,2 |
| 4 | Demonstrate understanding of effective formative assessment practices and analysis of qualitative data to enhance development of early literacy skills | 1,2 |
| 5 | Demonstrate understanding of planning and pedagogically appropriate and effective sequences for teaching language and literature and how literacy development supports development in both areas | 2 |
| 6 | Demonstrate knowledge, understanding and skills in relation to planning, teaching and assessing listening, reading, viewing, speaking, writing and creating across a range of print, audio, visual and digital texts | 2 |
| 7 | Apply technical knowledge, skills & understanding to design and create appropriate resources to expand identified literacy needs | 2 |
| 8 | Develop, apply and critique personal literacy skills for professional purposes | 1,2 |

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard | | Assessment/s |
|---|---|---|
| 1.1 | Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning | 2 |
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching | 2 |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds | 2 |
| 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 | 2 |
| 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 | 2 |
| 1.6 | Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability | 2 |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | 1,2 |

| | | |
|---|---|---|
| 2.2 | Organise content into an effective learning and teaching sequence | 1,2 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans | 1,2 |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas | 1,2 |
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics | 2 |
| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning | 2 |
| 5.2 | Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning | 1,2 |

NATIONAL PRIORITY AREA ELABORATIONS

| Priority area | | Assessment/s |
|---|---|---|
| A. Aboriginal and Torres Strait Islander Education | 4 | 1,2 |
| B. Classroom Management | 1,2,4,10 | 1,2 |
| C. Information and Communication Technologies | 3-7 | 2 |
| D. Literacy and Numeracy | 1-19 | 1,2 |
| E. Students with Special Educational Needs | 1-8 | 1,2 |
| F. Teaching Students from Non-English-Speaking Backgrounds | 1-10 | 1,2 |

## 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the scope and sequence of the NESA English K-10 syllabus and use it appropriately to track typical stages of development within and across skill areas. The course has a strong focus on literacy development and the diverse influences and aspects of literacy. Understanding the recursive nature of literacy development is critical. The Literacy Continuum will be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

## 5. TEACHING STRATEGIES

The course will integrate classroom observations, pedagogical theory for literacy learning and practical development of teaching resources. Students will also teach groups of students in Stages 1-3 to deepen understanding of how literacy develops. A range of teaching strategies will be explored and critically evaluated for their appropriateness and effectiveness for different contexts and for diverse student needs.

## 6. COURSE CONTENT AND STRUCTURE

| **Weeks** | **Lecture Topics and Content**<br>This is an *indicative* course schedule and reading list. Refer to Moodle for the most current schedule and reading list. Throughout the course, the content *may* change to be adapted to the students' learning needs and interests. |
|---|---|
| Week 1 | **Introduction**<br>• Introduction to the NSW K-6 English Syllabus<br>• Evaluation of stage outcomes, stage statements and organisation of objectives by modes<br>• Learning across the curriculum content, including cross-curriculum priorities, general capabilities and identifying icons in the English K–10 Syllabus<br>• Using the syllabus components when writing a lesson plan<br><br><u>Early primary literacy (500-word written response)</u> Read and reflect on some of the key debates in the media about teaching early literacy, in particular in relation to phonics and whole language. As a teacher, how will you respond to these debates in your choice of classroom strategies? *Upload your response to Moodle by the end of Week 1.* |
| Week 2 | **Key Skills in Literacy**<br>• The Big Five: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension<br>• The Literacy Progressions including the breakdown of the elements and sub elements of literacy development |
| Week 3 | **Oral Language Development**<br>• Transitioning from oral language to becoming literate<br>• Links between language and literacy<br>• Defining 'language' and communication with attention to the diversity of oral language<br>• Speaking and Listening acquisition<br>• Speaking and Listening programs including differentiation for students with oral language delays |

| | |
|---|---|
| Week 4 | **Quality Literature**<br>• Types of texts including spoken, print, visual, media, multimedia and digital<br>• Multimodal and visual literacy<br>• The use of quality texts when designing a unit of work<br>• Embedding Aboriginal and Torres Strait Islander perspectives when programming<br>• Including links to Asia and sustainability when selecting texts |
| Week 5 | **Assessment of Literacy**<br>• The Teaching and Learning Cycle<br>• Assessment For / Of / As Learning<br>• Visible learning and formative assessment strategies to provide differentiated instruction<br>• Effectively tracking achievement and growth using the Literacy Progressions, including Kindergarten early literacy assessments |
| Week 6 | **Teaching Phonics and Spelling**<br>• Systematic teaching of reading and spelling through synthetic phonics<br>• Importance of metalanguage<br>• Morphemic and etymological instruction<br>• Differentiation based on formative assessment, including supporting High Potential and Gifted students |
| Week 7 | **Reading instruction**<br>• Modelled, guided and independent Instruction<br>• Modelling skilled reading behaviours to whole class and small groups<br>• Setting up and implementing guided reading<br>• Developing stamina for independent reading |
| Week 8 | **Developing Reading Skills**<br>• Accuracy, fluency, comprehension<br>• Enjoyment and interest when using decodable, predictable and authentic texts<br>• Sight words<br>• Reading assessments including levelled readers<br>• Home reading programs |
| Week 9 | **Teaching writing**<br>• The stages of writing development<br>• Whole class and small group writing instruction<br>• Grammar and role of metalanguage for writing, including punctuation<br>• Teaching handwriting |
| Week 10 | **Literacy rotations**<br>• Fluid and flexible groupings to support differentiation<br>• Using technology to support early learners with special education needs<br>• Classroom management<br>• Using parent helpers<br>• The importance of play based learning in emergent literacy<br><br><u>Reflection (500-word written response):</u> Describe three ways in which you would assess the impact of your teaching in this KLA on your future students. If you have a specialisation in this KLA (e.g., a major in your undergraduate degree), describe how you could build on your advanced knowledge/skills to make improvements in student achievement in this KLA in your current school. If you do not have a specialisation in this KLA, identify three areas of your disciplinary knowledge /skills that require further development, and what strategies you will use to achieve that. *Upload your response to Moodle by the end of Week 10.* |

## 7. RESOURCES

### Required Readings

NSW English K-10 syllabus (2012) http://syllabus.bostes.nsw.edu.au/english/english-k10

Flint, A., Kitson, L., Lowe, K., Shaw, K. (2013). *Literacy In Australia Pedagogies For Engagement* + Study Version1. Wiley: Queensland

*Quality Teaching in NSW Public Schools,* Sydney, NSW.

### Further Readings

- Callow, J. (2013). *The shape of text to come: How image and text work*. Sydney: PETAA.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth: Heinemann.
- Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (3rd ed). Melbourne: Oxford.
- Kelly, M., and Topfer, C. (2011). Reading Comprehension: Taking the learning deeper. Sydney: PETAA.
- Ljungdahl L. & March, P. (2009). *Handwriting for New South Wales 2*, Australia: Oxford University Press.
- Oakley, G. and Fellowes, J. (2016). *A Closer Look at Spelling in the Primary Classroom*. Sydney: PETAA.
- Rowe, K. (2005). *National inquiry into the teaching of literacy (Australia): Teaching reading.*Melbourne: Australian Council for Educational Research.
- Simpson, A., White, S., Freebody, P. and Comber, B. (2012). *Language, literacy and literature*. Melbourne: Oxford University Press.
- Winch, G., Johnston R. R., March P., Ljungdahl, L. & Holliday, M. (2014). *Literacy: Reading, writing and children's literature* (5th ed.). South Melbourne: Oxford University Press.

### Professional organisations

- PETAA Primary English Teaching Association Australia **www.petaa.edu.au/home**
- Australian Literacy Educators' Association http://www.alea.edu.au

## 8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | National Priority Area Elaborations Assessed | Due Date |
|---|---|---|---|---|---|---|
| Assessment 1<br>Lesson plan: Early Literacy and Differentiation | c.1800 words | 40% | 2-4,8 | 2.1, 2.2, 2.3, 2.5, 5.2 | A4<br>B2,4,10<br>D1-16<br>E4,6-7<br>F1-10 | Friday 19th March by 5pm |
| Assessment 2<br>Portfolio: English Resources with Assessment Case Study | c.4000 words | 60% | 1-8 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 5.1, 5.2 | A4<br>B1-2<br>C3-7<br>D1-19<br>E1-8<br>F1-9 | Friday 16th April by 5pm |

**Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

**Assessment Details**

**Assessment 1: Lesson Plan***

Develop a lesson plan (approx. 50 minutes) which deals with teaching an early literacy topic, using the lesson plan template provided (see Moodle).

- Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing.
- Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class.

*You will have the opportunity during your tutorial to teach a 10-minute excerpt of your lesson plan and receive peer feedback. You will also be encouraged to try out your lesson plan at your INSTEP placement (e.g., with a small group of Stage 1 students, if possible).

**Assessment 2: Portfolio of English Resources with Assessment Case Study**

<u>Part 1: Resources (c. 2000 words)</u>

A. Make an audio recording while you read **to** a child (with questions and answers about the text) of an original literary text with illustrations.

B. Other requirements for this part of the assessment include:

- an original resource to assess prior-to-school literacy,
- a spelling resource to teach blended sounds, and
- a selection of annotated student texts showing the writer's current level of development in terms of writing, grammar, spelling and punctuation.

<u>Part 2: Assessing Skills in Reading – A Case Study (c. 2000 words)</u>

A. Evaluate the reading competency of a student in Stage 1 (not Early Stage 1)*

- Consider the relative performance when the text is supported by illustrations and when it is text only.
- Evaluate the student's ability to read real words compared to made up words. What letter patterns or types of words are most challenging?
- How would you assess levels of comprehension? What interventions would you recommend?

B. Provide a rationale for your recommendations as well as evidence supporting your diagnostic assessment. Work out what you would say to the student.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6781 ENGLISH 1

Name: Student No.:

Assessment Task 1: **Lesson plan**

| **SPECIFIC CRITERIA** | (-) ----------→ (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Develop a lesson plan which deals with teaching an early literacy topic, using the lesson plan template | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Consider how you need to differentiate a range of student needs and the typical diversity of backgrounds, including EAL/D, Indigenous students and those with some delays in critical aspects of language acquisition and processing<br>• Include a rationale explaining how you address such diversity, including how you assess and respond to delays/differences in language and literacy development in the one class | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Appropriate research references to support responses<br>• Sound range of research references | | | | | |
| **Structure and organisation of response**<br>• Appropriate nature of structural organisation<br>• Logical and coherent structure<br>• Clear presentation of ideas to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)<br>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer:** **Date:**

**Recommended: /20 (FL PS CR DN HD)** **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6781 ENGLISH 1

Name: Student No.:

Assessment Task 2: **Portfolio**

| **SPECIFIC CRITERIA** | (-) ----------→ (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>**PART ONE:**<br>• include recording of oral reading to a child (with questions and answers about the text) of an original literary text with illustrations<br>• include an original resource to assess prior-to-school literacy<br>• include a spelling resource to teach blended sounds<br>**PART TWO:**<br>• Evaluate the reading competency of a student in Stage 1 (not Early Stage 1).<br>• Provide a rationale for your recommendations as well as evidence supporting your diagnostic assessment | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>**PART ONE:**<br>• a selection of annotated student texts showing the writer's current level of development in terms of writing, grammar, spelling and punctuation<br>**PART TWO:**<br>• Consider the relative performance when the text is supported by illustrations and when it is text only<br>• Evaluate the student's ability to read real words compared to made up words<br>• Work out what you would say to the student? What letter patterns or types of words are most challenging? How would you assess levels of comprehension? What interventions would you recommend? | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Appropriate research references to support responses<br>• Sound range of research references | | | | | |
| **Structure and organisation of response**<br>• Appropriate nature of structural organisation<br>• Logical and coherent structure<br>• Clear presentation of ideas to enhance readability | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style)<br>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer:** **Date:**

**Recommended: /20 (FL PS CR DN HD)** **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**