



UNSW
SYDNEY

School of Education

EDST6781 Teaching English in K-6

Term 1 2023

Contents

1.	LOCATION.....	3
2.	STAFF CONTACT DETAILS.....	3
3.	COURSE DETAILS.....	3
	STUDENT LEARNING OUTCOMES	4
	AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	4
	NATIONAL PRIORITY AREA ELABORATIONS.....	5
4.	RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	5
5.	TEACHING STRATEGIES	5
6.	COURSE CONTENT AND STRUCTURE	6
7.	RESOURCES.....	7
8.	ASSESSMENT.....	8

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 Teaching English in K-6 (6 units of credit)
Term 1 2023

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Thu Ngo
Email: thu.ngo@unsw.edu.au
Availability: Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Teaching English in K-6
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

In this course, you will learn to teach the English curriculum in primary schools across Stages 1-3. You will explore the literacy concepts students bring to school, as well as the range of developmental understanding and student ability that exists in most classes. The emphasis will be on pedagogical approaches and teaching strategies suitable for developmental stages, stages of literacy acquisition, and understanding concepts from the English curriculum across modes. You will learn to plan, teach, and assess learning in English, incorporating research-informed practices, strategies for EAL/D learners, and to help students to harness the power of language to understand, shape, and express ideas.

The course is complemented by a minimum of 5 days of supervised professional experience.

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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning	2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	2
1.3.1	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
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2

2.2.1	Organise content into an effective learning and teaching sequence	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.2.1	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 NES English K-6 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

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Week (approx.)	Module
1	Intro to English curriculum K-6: Language, Literature, Literacy strands Literacy knowledges: Text-Grammar-word-visual knowledges
2	Module 1: Subject and pedagogical content knowledge for teaching Literacy in curriculum areas other than the English subject (e.g., Science, HASS, Visual arts) Text knowledge: Informative & Persuasive genre features in curriculum other than English
3	Grammar, vocab, and spelling: Language features of Informative and Persuasive genres
4	Teaching Reading in curriculum areas The four resources of the reader Pedagogies for struggling readers
5	Teaching Writing: The Teaching and Learning Cycle
6	Module 2: SCK and PCK for teaching the Primary English subject Imaginative genres, children's literature, and an overview of English textual concepts
7	Language resources for realising characterisation in written literature
8	Visual and sound resources for realising characterisation in multimodal literature
9	Teaching and Assessing Viewing of Multimodal literature
10	Teaching and Assessing Creating of Multimodal literature

7. RESOURCES

Required Readings

- Parkin, B., & Harper, H. (2018). *Teaching with intent: Scaffolding academic language with marginalised students*. Sydney: NSW: Primary English Teaching Association Australia.
- Parkin, B., & Harper, H. (2019). *Teaching with Intent 2: Literature-based literacy teaching and learning*. Sydney: NSW: Primary English Teaching Association Australia (PETAA).
- The NSW K-6 syllabus (2023) <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10> (will not be available until 2023)
- *Quality Teaching in NSW Public Schools*, Sydney, NSW.

Further Readings

- Asha, J. (2022). *The potential of the visual: Teaching literacy with multimodal texts*. Sydney: NSW: Primary English Teaching Association Australia (PETAA).
- Callow, J. (2013). *The shape of text to come: How image and text work*. Sydney: PETAA.
- Derewianka, B. (2020). *Exploring how texts work* (2nd ed.). Sydney: NSW: Primary English Teaching Association Australia (PETAA).
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth: Heinemann.
- 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.
- Rossbridge, J., & Rushton, K. (2014). The critical conversation about text: Joint Construction. *PETAA PAPER 196*.
- Rossbridge, J., & Rushton, K. (2015). *Put it in writing: Context, Text and language*. Sydney, NSW, Australia: 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.
- Unsworth, L. (2001). *Teaching multiliteracies across the curriculum*. Buckingham: Open 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>

Professional websites (Teachers' resources)

- <https://readingaustralia.com.au/>
- <https://cbca.org.au/>

8. ASSESSMENT

Assessment Task	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Task 1: Teaching writing in Stage 2-3 curriculum other than English	40%	2-4, 8	2.1, 2.2, 2.3, 2.5, 5.2	A4 B2,4,10 D1-16 E4,6-7 F1-10	Friday 17 th March 2023 by 5pm
Task 2: Teaching critical multimodal literacy in the literature-based program	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 B1-2 C3-7 D1-19 E1-8 F1-9	Friday 21 st April 2023 by 5pm

Assessment Details

Assessment 1: Teaching Writing in Stage 2-3 curriculum other than English (40%)

Indicative word count: equivalent to 2000 words (-/+ 10%)

Preservice teachers demonstrate their ability to prepare for and teach writing in one curriculum area other than English (e.g., Science and Technology). This includes developing brief teaching sequence, composing a Modelled text, annotating the modelled text for language features to be used in Modelled Writing lessons and developing a detailed Modelled Writing lesson plan.

Task description

- Preparation for teaching writing:
Compose or select a high-quality text to be used as a modelled text for teaching Persuasive writing to Year 5 students on the Science topic '*Advantages and disadvantages of using solar energy*' (approximately 250-300 words).

Make sure the text includes distinctive language features of the persuasive genre including but not limited to the below:
 - Evaluative language-intensifiers to enhance your attitudes, e.g., *extremely, tremendously, etc.*
 - Modality to temper your position, e.g., *may, possibly, etc.*
 - Nominalisation to pack information, e.g., *the utilisation, the consumption*
- Use the Teaching and Learning Cycle model (i.e., *Field Building, Supported Reading, Modelled Writing, Supported Writing/Joint Construction, Independent Construction*) to briefly outline a teaching sequence (i.e., *a sequence of lessons*) to help students address this writing task.
- Provide one detailed lesson plan to teach one of the grammar features. Add a brief description of differentiation strategies for teaching the grammar feature to EAL/D students.
- Provide one detailed lesson plan to teach Spelling of nominalisation words.

Assessment criteria

Preservice teachers will be assessed on their knowledge about:

- persuasive genres including genre structure and distinctive language features
- the genre-based pedagogy for teaching writing
- a sequence for teaching grammar and spelling for writing
- differentiation strategies for teaching Grammar to EAL/D students.

Assessment 2: Teaching critical multimodal literacy in a literature-based program (60%) (Pair work)

Indicative length: equivalent to 4000 words (as this assignment is not an essay, precise word count measurement is not feasible. The word count suggestions below should be taken as a guide and not rule).

Preservice teachers work in small groups (2-3 members) to prepare for and teach critical multimodal literacy in a literature-based program. All group members must respond or contribute to every section of the task. It is preservice teachers' responsibility to ensure equal contribution to the task from all group members. The same mark will be given to all group members.

Task description

Part 1: Preparation for teaching (approx. 1000 words)

1. Text selection. Select a children's novel that has its filmic adaptation suitable for Stage 2 or 3 students (e.g., *Wonder*, *Anne of Green Gables*).

Argue for its suitability to the target student cohort in terms of its theme and level of text complexity against the level description in the Australian curriculum English (*Approx. 100 words*)

2. Characterisation in written literature (*approx. 300 words*)
 - Select an excerpt that tells a complete event involving the protagonist from the novel.
 - Annotate language resources for characterisation in the selected excerpt.
 - Explain how they contribute to developing the personality and identity of the protagonist character in the whole story.
3. Characterisation in multimodal literature (*approx. 600 words*)
 - Select a corresponding scene or sequence of scenes from the filmic adaptation.
 - Annotate visual and sound resources for characterisation in the selected excerpt.
 - Explain how they contribute to developing the personality and identity of the protagonist character in adapted film.
 - Compare and contrast the character development in the written and filmic versions of the same story.

Part 2: Teaching critical literacy in a literature-based program (approx. 3000 words)

1. Develop a brief outline of literature-based program with the aim to teach critical comprehension of characterisation using the selected literary works in Part 1 to a suitable student cohort. *See the Anne of Green Gable program on Moodle for example (Approx. 1800 words)*

Note: This program includes two units, one focussing on teaching characterisation in the written literature and the other on the filmic adaptation. Each unit has 8-12 lessons.

2. Provide four detailed lesson plans, each to teach: (approx. 1200 words)
 - One language resource for comprehension of characterisation in written literature.
 - One visual resource for comprehension of characterisation in the adapted film.
 - One sound resource for comprehension of characterisation in the adapted film.
 - Critical comprehension of characterisation of the same character in the written literature and adapted film.

Note: These lesson plans can be embedded in the program. Include **assessment activities**, **teaching resources** and **differentiation strategies** in the lessons. Attach the teaching resources to the Appendix (not counted towards word limit).

Assessment criteria

Preservice teachers will be assessed on their knowledge about:

- Features of quality children's literature suitable for a particular year level
- Literature concept of characterisation
- Language, visual and sound resources for constructing characterisation in novels and films
- Developing a literature-based program
- Teaching Reading and Viewing
- Differentiation strategies for teaching Reading and Viewing

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6781 ENGLISH 1

Name:

Student No.:

Assessment Task 1: **Teaching Writing in Stage 2-3 curriculum other than English**

SPECIFIC CRITERIA	(-) -----> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Persuasive genres • The genre-based pedagogy for teaching writing • A sequence for teaching grammar and spelling for writing • Differentiation strategies for teaching Grammar to EAL/D students 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Identify distinctive generic language features of persuasive genres • Selecting or composing a modelled/mentor text with a purpose 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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: **Teaching critical multimodal literacy in a literature-based program**

SPECIFIC CRITERIA	(-) -----> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Features of quality children’s literature suitable for a particular year level • Literature concept of characterisation • Language, visual and sound resources for constructing characterisation in novels and films • Developing a literature-based program • Teaching Reading and Viewing • Differentiation strategies for teaching Reading and Viewing 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Analysis of written literature for language resources for characterisation • Analysis of filmic literature for visual and sound resources for characterisation 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

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.**