



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

STUDENT LEARNING OUTCOMES

Outcome

Assessment/s

1

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 to the Literacy Curriculum Framework. The Framework can be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

5. TEACHING STRATEGIES

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-

7. RESOURCES

Required Readings

- x Parkin, B., & Harper, H. (2018). Teaching with intent: Scaffolding academic language with marginalised students. Sydney: NSW: Primary English Teaching Association Australia.
- x Parkin, B., & Harper, H. (2019). Teaching with Intent 2: Literature-based literacy teaching and learning. Sydney: NSW: Primary English Teaching Association Australia (PETAA).

AssociationAssociation

8. ASSESSMENT

Assessment Task	Weight
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Assessment criteria

Preservice teachers will be assessed on their knowledge about:

- x persuasive genres including genre structure and distinctive language features
- x the genre-based pedagogy for teaching writing
- x a sequence for teaching grammar and spelling for writing
- x 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. 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 text suitable for teaching to EAL/D 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)

- x Select an excerpt that tells a complete event involving the protagonist from the novel.
- x Annotate language resources for characterisation in the selected excerpt.
- x Explain how the text contributes to the characterisation of the protagonist.

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	(-) ----- A(+)				
Understanding of the question or issue and the key concepts involved					
- x Persuasive genres - x The genre-based pedagogy for teaching writing - x A sequence for teaching grammar and spelling for writing - x Differentiation strategies for teaching Grammar to EAL/D students					
Depth of analysis and/or critique in response to the task					
- x Identify distinctive generic language features of persuasive genres - x Selecting or composing a modelled/mentor text with a purpose					
Familiarity with and relevance of					

