

EDU767 Teaching Primary School English: Curriculum and Pedagogy

School: School of Education and Tertiary Access

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you will investigate the developmental nature of learning English for early childhood and primary students. Through an exploration of children's literature and language learning theory, you will analyse a range of genres and identify individual texts for their alignment with the Australian Curriculum: English and wider curriculum. Through an analysis of the English curriculum strands: Literacy, Language, and Literature, along with teaching frameworks and guidelines, you will create, construct and evaluate inclusive sequences of learning for diverse groups of learners.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial.	2hrs	Week 1	10 times

1.3. Course Topics

Australian Curriculum: English
Australian Curriculum and Assessment Reporting Authority
The Early Years Framework and Queensland Kindergarten Guidelines
Comparisons of literary texts across a range of genres
Lesson Planning
Teaching Strategies
Pedagogies for engagement

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Synthesise language acquisition theories, curriculum and legislative obligations for English when making literature selections.	Creative and critical thinker Ethical	1.5, 2.2, 3.4
2 Apply knowledge of children's literature to design and implement engaging teaching segments including learning goals in the primary education context.	Knowledgeable Empowered	1.5, 2.2, 3.1, 3.2
3 Design inclusive English learning activities using contemporary pedagogical approaches that align with the Australian Professional Standards for Teachers (APST).	Creative and critical thinker Engaged	1.3, 1.5, 2.1, 3.1, 3.2, 4.1
4 Apply advanced knowledge of language acquisition theories to planning, teaching and assessment decisions.	Knowledgeable Creative and critical thinker	2, 2.1, 2.2, 2.3, 3.1, 3.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

- 4.1 Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program ED707

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

During weeks 1 & 2, students' personal language skills will be assessed and feedback will be provided by tutors.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	35%	2500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	30%	10-minute presentation and one A4 Handout	Refer to Format	In Class
All	3	Written Piece	Individual	35%	1500-word lesson plan and 500-word rationale	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Annotated Bibliography

GOAL:	The goal of this task is to generate an annotated bibliography of children's literature which demonstrates your ability to synthesise and apply knowledge and understanding of language learning theory, and the Australian Curriculum: English strands.		
PRODUCT:	Written Piece		
FORMAT:	<p>This task requires you to evaluate 6 texts from children's literature, aimed at a range of student year levels (F-6), which are representative of no less than three genres identified in the Australian Curriculum: English - (imaginative, persuasive, informative, historical fiction, biography, poetry narrative. One of the texts must be an Aboriginal and Torres Strait Islander story.)</p> <p>You will use these texts to compile an annotated bibliography elaborating on the genre and author, and identifying how the text is aligned with two content descriptors in the Australian Curriculum Language Strand in a specific year level. Each text must also be connected with a content descriptor in the Literature strand. Additionally, you will propose connections to language learning theory and practices in the Four Resources Model, and demonstrate, where relevant, the way in which each text is aligned with the EYLF and/or the QKLG.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of the Australian Curriculum: English, and relevant application of the EYLF and the QKLG.	1
	2	Evaluation and justification of selected texts based on theoretical knowledge that includes practices in the Four Resources Model.	1
	3	Application of texts to wider curriculum.	2 4
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	3
GENERIC SKILLS:	Problem solving, Organisation, Information literacy		

All - Assessment Task 2: Professional Learning Presentation and Handout

GOAL:	The goal of this task is to demonstrate to a hypothetical teaching team your ability to teach four different language features found in two literary texts that you used in Assignment 1 that are learning outcomes in the Australian Curriculum: English. Your discussion and handout will focus on specific English teaching strategies you propose to use to teach the features in the appropriate year level.		
PRODUCT:	Oral and Written Piece		
FORMAT:	<p>Submit Weeks 7 and 8 in tutorials.</p> <p>This task requires you to create a 10-minute professional learning presentation for a hypothetical teaching team that is supported with one A4 handout. The title of the presentation is Teaching the Curriculum through Literature.</p> <p>Select two of the texts from Task 1 which you could use to explicitly teach two specific and different language features identified in one-year level in the Australian Curriculum: English. (A total of four language features is required).</p> <p>Next, consider 'how' you will teach these language features. This involves selecting two teaching strategies for each text. You will present this information to the audience via a Powerpoint presentation, with embedded audio, in which you elaborate on: the text features of the chosen texts; the identified language features from the curriculum which relate to practices in the Four Resources Model; and how the chosen teaching strategies can assist you to achieve the teaching and learning goals. You will produce a handout that encapsulates the main points in your presentation. The presentation will take no longer than 10 minutes and demonstrate pedagogies for engagement.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Selection of age appropriate teaching strategies in alignment to the practices of the Four Resources Model	1 2 3 4
	2	Demonstration of curriculum knowledge and skills in English Language, Literature and Literacy.	1 2
	3	Justification of teaching strategies for achievement of teaching and learning goals.	3
	4	Oral and written communication and academic literacies including grammar, English expression, and technical accuracy.	3
GENERIC SKILLS:	Communication, Organisation, Information literacy		

All - Assessment Task 3: Literacy Block Lesson Plan and Rationale

GOAL:	The goal of this task is to apply the Australian Curriculum: English to the development of a Lesson Plan based on a literary text not used in Assignment 2, this semester.		
PRODUCT:	Written Piece		
FORMAT:	<p>This task requires you to showcase 'how' you plan to teach parts of an English lesson which are Guided Reading and Writing. You will attend to specific language features (highlighted in the Australian Curriculum: English) which can help you to achieve reciprocity.</p> <p>You will return to the text selection you made in Task 1.</p> <p>Choose a text that you did not use in Task 2 to be the focus of the Guided Reading and Writing sessions in the Lesson Plan. The sessions are to run for 20 minutes each and form part of the overall Lesson Plan.</p> <p>You will organise the teaching to ensure that relevant professional knowledge and practices (APST) are planned for. A Lesson Plan template is provided on Canvas.</p> <p>The format includes among other things: the headings to use, and the details required regarding Content Descriptors, Assessment, and Teaching Strategies.</p> <p>At the end of the plan, you will provide a Rationale (500 words) in which you discuss the decisions you made regarding text choices, learning goals, teaching strategies, assessment, modifications, timing, lesson sequence, and resources.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Development a comprehensive lesson plan that includes assessment and synthesises the Australian Curriculum: English with APST knowledge and practice.	2 3 4
	2	Evidence of using appropriate pedagogy for the engagement of all learners including alignment of English language features and the text, timing of the sessions, teaching strategies, and use of resources.	2 3
	3	Justification of the text and planning decisions.	3
	4	Communication using academic literacies at text, word and letter level. APA 7 referencing conventions, technical accuracy is evident.	3
GENERIC SKILLS:	Communication, Organisation		

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Tompkins, Smith, Campbell, Green	2019	Literacy for the 21st Century	3	Pearson

8.2. Specific requirements

Lap tops

Recommended text and readings

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au