



# EDST4100

## Teaching English Language and Literacies in the later Primary School Years

Session 1, In person-scheduled-weekday, North Ryde 2022

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

#### Convenor

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### Credit points

10

### Prerequisites

EDST3100 or EDST310

### Corequisites

## Co-badged status

### Unit description

This unit introduces students to teaching principles and strategies for promoting the language and literacy skills of diverse learners across the later primary school years. Building on EDST3100, the focus of EDST4100 moves from 'learning to read' and 'learning to write' to 'reading to learn' and composing effective written and multimodal texts. The unit will also examine how teachers can use oral language interactions and a range of quality everyday and literary texts in their classrooms. The pedagogic emphasis is on a continuous cycle of explicit, systematic, and evidence-based instruction for all students.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- ULO1:** Explain the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- ULO2:** Apply evidence based literacy strategies for students in the later years of primary school.
- ULO3:** Design and implement learning experiences to support the reading and writing development of students in the later years of primary school.
- ULO4:** Apply knowledge of differentiated literacy instruction to cater for diverse learners.

## General Assessment Information

### Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required. (In fact, they just create more scrolling for markers using Turnitin, so please don't use them in this unit.)

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

#### Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- **Late submissions:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - **10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date** – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be

recorded after the late submission period has ended if no task has been received.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be **a higher/lower or unchanged grade**.
- Grades are standards referenced and effort is NOT a criterion.

## University policy on grading

### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the

assessment policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

## Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](https://eStudent.mq.edu.au). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1</a>	50%	No	1 April 2022
<a href="#">Task 2</a>	50%	No	3 June 2022

### Task 1

Assessment Type [1](#): Report

Indicative Time on Task [2](#): 40 hours

Due: **1 April 2022**

Weighting: **50%**

Selection and justification of multimodal text choices (1700 words)

Based on a unit of work in a given KLA, students select and justify the suitability of two texts (one fiction and one non-fiction) for a specified year group.

A) Students will select and annotate two excerpts to demonstrate the suitability of chosen texts.

B) Students will substantiate their choices with at least 5 relevant academic readings. Students should also explain the teaching strategies they would use to teach the texts. Students should also consider integration with other KLAs.

On successful completion you will be able to:

- Explain the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Apply evidence based literacy strategies for students in the later years of primary school.
- Design and implement learning experiences to support the reading and writing development of students in the later years of primary school.
- Apply knowledge of differentiated literacy instruction to cater for diverse learners.

### Task 2

Assessment Type [1](#): Essay

Indicative Time on Task [2](#): 40 hours

Due: **3 June 2022**

Weighting: **50%**

Adaptation of a published unit for English/literacy teaching and learning (2300 words)

Students adapt a published unit. Students design literacy teaching / learning to support diverse learners to engage with a published unit of work on a STEM or HSIE topic.

A) Students will adapt a published unit of work to support learners with diverse abilities to understand the meanings constructed through language and other communication modes in quality children's literature and disciplinary texts on the topic.

B) Students will elaborate and substantiate their differentiated teaching with academic readings.

On successful completion you will be able to:

- Explain the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Apply evidence based literacy strategies for students in the later years of primary school.
- Design and implement learning experiences to support the reading and writing development of students in the later years of primary school.
- Apply knowledge of differentiated literacy instruction to cater for diverse learners.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Prescribed and recommended readings

#### **Compulsory Text:**

Derewianka, B & Jones, P. (2016). *Teaching language in context* (2<sup>nd</sup> ed.). Oxford University Press.

Some literary texts for children will also be set as compulsory readings, and advised on iLearn.

#### **Highly recommended text:**

Thomas, D., & Thomas, A. (Eds.) (2021). *Teaching and learning Primary English*. Oxford University Press.

#### **Recommended additional texts:**

Beck, I.L., McKeown, M.G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2<sup>nd</sup> ed.). The Guildford Press.



- Carnine, D.W., Silbert, J., Kame'enui, E.J., Slocum, T.A., & Travers, P.A. (2017). *Direct instruction reading* (6<sup>th</sup> ed.) Pearson. [Chapter 21: Direct instruction in content area reading, pp. 234–275]
- Cremin, T. (2015). *Teaching English creatively* (2<sup>nd</sup> ed.). Routledge.
- Derewianka, B. (2020). *Exploring how texts work* (2<sup>nd</sup> ed.). Primary English Teaching Association Australia.
- Carnine, D.W., Silbert, J., Kame'enui, E.J., Slocum, T.A., & Travers, P. (2017). *Direct Instruction Reading (6th ed.)* (pp. 234-275: Chapter 21: Direct Instruction in Content Area Reading). Pearson.
- Cremin, T. (2015). *Teaching English creatively*. London & New York: Routledge.
- Flint, A.S., Kitson, L., Lowe, K., Shaw, K., Humphrey, S., Vicars, M., Rogers, J., & Ware, S. (2020). *Literacy in Australia: Pedagogies for engagement* (3<sup>rd</sup> ed.). Pearson.
- Graham, S., MacArthur, C.A., & Fitzgerald, J. (2013). *Best practices in writing instruction*. The Guildford Press.
- Graham, S., MacArthur, C.A., & Hebert, M. (eds). (2018). *Best practices in writing instruction* (3<sup>rd</sup> ed.). Guildford Press.
- Hammond, J., & Miller, J. (Eds.) (2015). *Classrooms of possibility: Supporting at-risk EAL students*. Primary English Teaching Association Australia.
- Harper, H., & Feez, S. (Eds.)(2021). *An EAL/D Handbook: Teaching and learning across the curriculum when English is an additional language or dialect*. PETAA.
- Henderson, R. (Ed.)(2019). *Teaching literacies: Pedagogies and diversity (2nd edition)*. Oxford University Press.
- Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2<sup>nd</sup> ed.). Primary English Teaching Association Australia.
- Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning*. Primary English Teaching Association Australia.
- Johnston, R. R. (2017). *Australian literature for young people*. Oxford University Press, Australia.
- McDonald, L. (2017). *A literature companion for teachers (2nd ed.)*. Primary English Teaching Association Australia.
- Milton, M. (Ed.) (2017). *Inclusive principles and practices in literacy education*. Emerald Publishing Limited.
- Morgan, A-M., Comber, B., Freebody, P., Nixon, H. (2014). *Literacy in the middle years: Learning from collaborative classroom research*. Primary English Teaching Association Australia.
- Richardson, J.S., Morgan, R.F, & Fleener, C.E. (2012). *Reading to learn in the content areas* (8<sup>th</sup> edition). Cengage Learning.
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and*

*pedagogy in the Sydney School*. Equinox.

Simpson, A., White, S., Freebody, P., & Comber, B. (2013). *Language, literacy and literature*. Oxford University Press.

Stuart, M., & Stainthorp, R. (2015). *Reading development and teaching*. SAGE.

Wing Jan, L. & Taylor, S. (2020). *Write ways*. (5<sup>th</sup> ed.). Oxford University Press.

Wolsey, T.D. & Lapp, D. (2016). *Literacy in the disciplines: A teacher's guide for Grades 5 – 12*. Guilford Press.

Zbaracki, M. (2015). *Writing right with text types*. Oxford University Press.

## iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the *iLearn* site for the unit regularly.

## Lectures

Lectures will be available on the web through the Echo360 component. You must *listen to and view* all lectures. PowerPoint slides will be available in the Echo360 section. You are encouraged to create your own notes, however, rather than only downloading slides.

## Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for uploading your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

**This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all assessment tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

## Structure

The unit will be delivered using a combination of lectures and tutorials. There will be a weekly 1-hour lecture. All lectures will be recorded and available in Echo360. All students are expected to complete activities that are provided online (as 'flipped learning') in Week 1. Students enrolled in 'face-to-face day' [weekly mode, internal] are expected to prepare for, attend and participate in 7 x 3hr tutorials in Weeks 2-7 and Week 13. Students enrolled in 'infrequent attendance' [external] have to attend two full-day (10am-4pm) online sessions.

In weekly tutorials or during the two online sessions (as relevant to their enrolment mode), students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation. The weekly program for the course with the accompanying readings/ preparation will be available on the unit iLearn site.

## Unit Schedule

### **Module 1 Introduction: Language, literacy and children's literature**

This module will provide an orientation to the unit, and revisit some of the key knowledge that students are expected to bring to this unit from earlier ones, with a focus on this knowledge as foundational for supporting students to engage with and create effective imaginative, persuasive and informative texts in Years 3-6.

### **Module 2 Reading for learning and student engagement**

This module helps students understand the explicit teaching and assessment of reading comprehension appropriate to learners in Years 3-6. Based on research evidence related to teaching reading, students develop ability to design units of work and teaching plans that incorporate children's literature alongside other quality multimodal texts and the effective use of literacy teaching strategies, including ICT that cater to learner diversity.

### **Module 3 Writing in the later primary school years**

This module draws on research evidence about writing pedagogies to help students understand the explicit teaching of writing appropriate to the level of young learners. It also develops students' knowledge of a range of resources and strategies, including ICT to support literacy learning and provide additional support to cater for student diversity.

## Module 4 English teaching for all capabilities and revision

This unit focuses on understanding the pervasive nature of literacy and its role in everyday situations, and the importance of home and community literacy practice. It will raise students' awareness of specific strategies to cater for students of diverse abilities, including students with EALD (English as an Additional Language or Dialect).

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing an](#)

[d maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## School of Education Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

### Attendance

All students are expected to complete activities that are provided online (as 'flipped learning') in Week 1 of session.

All weekly on-campus tutorials begin in Week 2 of session.

Activities completed during weekly tutorials (internal/'weekday') or online session days (external/'infrequent') are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. **Attendance at all on-campus tutorials (for internal students) or online session days (for external students) is expected and the roll will be taken.**

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

## External Students ['Infrequent Attendance' mode]

1. The two online sessions on March 23 and May 21, 10am-4pm, are essential to student engagement and learning, and attendance on both days is expected. Failure to attend, or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to each online session, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## Online sessions for external students (i.e. 'infrequent attendance mode')

There are two full-day online sessions in this unit:

- 23 March 2022 (Wednesday), 10am-4pm
- 21 May 2022 (Saturday), 10am-4pm

Further details and any updates about times and locations will be posted on iLearn as an Announcement.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the following capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

- **Resilient:** Students will engage with intellectually challenging content relevant to the teaching of English in the later primary school years. They will do so with support from their peers and teaching staff in the unit. They will also consider strategies for managing competing demands such as those of children from diverse linguistic, cultural and socio-economic backgrounds and of curriculum objects in different KLAS.
- **Reflexive:** Videos, hands-on activities and school-based scenarios are employed to encourage students to reflect on and select suitable model texts for teaching English in the later primary years and develop differentiated teaching and learning activities that support cross-curricular integration in diverse classrooms. The assessment tasks in this unit build on knowledge students have developed in this and previous English units as well as in their professional experience placements. Task 2 also requires students to draw on the feedback they have received in Task 1.



- **Responsive:** This unit has a strong focus on developing effective, research-informed language and literacy pedagogies for supporting the engagement of all students in diverse classrooms, and for promoting social justice for learners experiencing difficulties in literacy learning, Indigenous students, and children with EAL/D (English as an additional language or dialect) learners.
- **Ready to learn:** The unit fosters positive attitudes towards lifelong professional learning about language and literacy education. Students will consolidate and expand previously developed knowledge and skills related to teaching English in primary school. Students are expected to come to tutorials prepared for learning, having completed prior reading and other tasks so they can contribute meaningfully to small group and class discussions through relevant questions and perspectives.
- **Research-engaged:** Students engage with research-informed lecture content, tutorials and scholarly readings. Assessment tasks ask students to complete linguistic and multimodal text analyses and apply the findings to the design of activities that address the outcomes for English in the later primary school grades. The unit also introduces students to cutting-edge research on language and literacy pedagogies and development in the later primary school years, with a strong focus on relevant projects by researchers at MQ School of Education.

## Changes since First Published

Date	Description
22/02/2022	The second online session day for external students has been changed from 18 May to 21 May to avoid clash with PEx block.