EDST8207

Teaching English in the Primary School 2

Session 2, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

Contents

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General Information

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Credit points
10

Prerequisites
EDST8206

Corequisites

Co-badged status

Unit description
This unit is the second in a three unit sequence that engages students in a study of English
and literacy pedagogy in the early primary school years. It has a focus on learning to read and
learning to write and covers research-informed teaching for promoting language and literacy
skills across the transition to school and early primary school years. It emphasises the need
for a continuous cycle of explicit, systematic, and evidence-based teaching practice to support
learning outcomes of all students. Students will explore and evaluate strategies for supporting
learning to read and writing using a range of quality non-fiction and literary texts and in ways
that consider children's oral language development and diverse linguistic and cultural
experiences and nurture confidence and creativity.

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 and evaluate the role and value of language, literacy and literature across

the curriculum in prior-to-school and school (K - 2) contexts.

ULO2: Design explicit, systematic, and research-informed literacy and language learning experiences that are engaging and motivating to all students.

ULO3: Demonstrate pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences in the early years of primary school.

ULO4: Critically reflect on significant issues in English teaching and literacy drawing upon current research, policies, curriculum and practices.

ULO5: Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue.This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Any content or ideas generated by third parties or artificial intelligence sources has been acknowledged, and students should provide evidence of critical evaluation of such

sources. The evaluative writing is not included in the word count.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

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

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

Grade	Descriptor
HD (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.

D (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.
Cr (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.
P (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
F (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.

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 your course progression.

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. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1: Teaching and Learning Portfolio	50%	No	23:55 25/08/2023
Task 2: Professional Reflection	50%	No	23:55 02/11/2023

Task 1: Teaching and Learning Portfolio

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 35 hours
Due: **23:55 25/08/2023**
Weighting: **50%**

Part 1: In a group, students design a sequence of FOUR lesson plans that span across the six language modes for a group of target learners in K–2. The lesson plans should include explicit teaching of phonological awareness and phonics.

Part 2: Individual research-referenced and syllabus-informed rationale for the lessons.

On successful completion you will be able to:
* Explain and evaluate the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K - 2) contexts.
* Design explicit, systematic, and research-informed literacy and language learning experiences that are engaging and motivating to all students.
* Demonstrate pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences in the early years of primary school.

Task 2: Professional Reflection

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 35 hours
Due: **23:55 02/11/2023**
Weighting: **50%**

Part 1: Students critically reflect on their original 4 lesson sequence and evaluate its suitability for a class they taught during Professional Experience.

Modify the lesson plans and justify choices.

Part 2: Engage in professional dialogue based on Part 1 evaluation and modification.

On successful completion you will be able to:
* Explain and evaluate the role and value of language, literacy and literature across the curriculum in prior-to-school and school (K - 2) contexts.
* Design explicit, systematic, and research-informed literacy and language learning experiences that are engaging and motivating to all students.
* Demonstrate pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences in the early years of primary school.
* Critically reflect on significant issues in English teaching and literacy drawing upon current research, policies, curriculum and practices.

- Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.

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[1] 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.

[2] 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

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 here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/ In the tutorial 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

The unit schedule will be available on the unit iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 or if you are a Global MBA student contact 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 and maths support, academic skills development and wellbeing consultations.

Attendance for Master of Teaching (Primary and Secondary) units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during tutorials or on campus days 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 tutorials or on campus days 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.

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

- The Dialogue function on iLearn

- Other iLearn communication functions

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently

excluded from that course; or

- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

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 Advocacy provides independent advice on MQ policies, procedures, and

processes

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/.

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 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:

Reflexive in their teaching practice. Students reflect upon Task 1 feedback to inform Task 2. Both Task 1 and 2 include a reflective evaluation component.

Responsive to students, colleagues, parents and professional communities. In Tasks 1 and 2, students will design explicit and systematic literacy and language learning experiences that are engaging and motivating to a broad range of students. Task 2 specifically requires students to cater for adjustment and extension of target learners.

Ready to learn. Students engage collaboratively in small group discussions in tutorials, based on professional reading and engagement with lectures. Students demonstrate preparedness to learn as they develop mastery of key competencies relevant to teaching handwriting, phonological awareness and phonics in Task 1. In developing group-based assessment tasks, students collaboratively demonstrate competence in personal use of language and literacy in a variety of forms, including ICT.

Research-engaged throughout their career. Students critically reflect upon pedagogy and appropriate evidence-based teaching strategies for quality literacy learning experiences. They analyse significant issues in literacy education drawing upon current research, policies, curriculum and practices. In both Tasks, students use a research-informed approach to complete the tasks.

Unit information based on version 2023.01R of the Handbook