



# EDST8208

## Teaching English in the Primary School 3

Session 1, In person-scheduled-infrequent, North Ryde 2023

*Macquarie School of Education*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11
<u>5Rs framework</u>	14

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

### Unit convenor and teaching staff

Convenor, lecturer

Ruth French

[ruth.french@mq.edu.au](mailto:ruth.french@mq.edu.au)

Contact via Email

29 Wally's Walk, Room 275

Please email to organise a time if you would like a meeting with me.

Lecturer

Emilia Djonov

[emilia.djonov@mq.edu.au](mailto:emilia.djonov@mq.edu.au)

Dr Djonov is on research leave in Session 1 2023.

### Credit points

10

### Prerequisites

EDST8207

### Corequisites

### Co-badged status

### Unit description

This unit builds on knowledge and skills developed in EDST8206 and EDST8207. The unit extends students' understanding of teaching principles and strategies for promoting the language and literacy skills of diverse learners across the later primary school years, including students with English as an Additional Language or Dialect (EAL/D). Building on EDST8207, the focus of EDST8208 moves from 'learning to read' and 'learning to write' to 'reading to learn' and composing effective written and multimodal texts for a range of purposes and audiences. The unit also examines research-informed ways teachers can use oral language interactions and a range of quality children's literature and everyday texts in Stage 2 and Stage 3 classrooms. The pedagogic emphasis is on a continuous cycle of explicit, systematic, and evidence-based instruction in vocabulary, comprehension, and the composition of written and multimodal texts across the curriculum for students of all capabilities. Collegial, co-operative configurations and relationships underpin work in this unit, and autonomous learning scaffolds skills and reflective capacity needed for continued development as a teacher of English in primary schools.

## 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 children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- ULO2:** Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.
- ULO3:** Design and critique creative, evidence-based learning experiences that 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.
- ULO5:** Develop strategies for and engage in research and reflexive practice to ensure quality student outcomes and nurture evidence-based 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.
- 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.

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 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Task 1</a>	50%	No	23:55 11/04/2023
<a href="#">Task 2</a>	50%	No	23:55 06/06/2023

### Task 1

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23:55 11/04/2023**

Weighting: **50%**

Report (3000 words)

Selection and justification of multimodal text choices. Based on a unit of work in a given KLA and for a nominated class, students use data and other evidence to select and justify the suitability of a range of disciplinary texts for a specified case study.

A) Selection and annotations: Students will select and complete research and Syllabus supported annotations of three excerpts to demonstrate the suitability of chosen texts

B) Syllabus and scholarly justifications: Students will substantiate their choices with at least 10 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 and evaluate the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.
- Design and critique creative, evidence-based learning experiences that 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.
- Develop strategies for and engage in research and reflexive practice to ensure quality student outcomes and nurture evidence-based practice.

## Task 2

Assessment Type <sup>1</sup>: Learning plan

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23:55 06/06/2023**

Weighting: **50%**

Adaptation of published unit of work (3000 words)

A) Adaptation & annotations: Students will adapt a published unit of work to support learners with diverse abilities to understand how meaning is constructed through a range of language modes in disciplinary texts.

B) Research-informed justification. Students will elaborate and justify their differentiated teaching

with reference to Syllabus and academic readings.

On successful completion you will be able to:

- Explain and evaluate the role and value of language, literacy and children's literature across the curriculum in later primary school (Yr 3 – 6) contexts.
- Analyse and evaluate syllabus & research-informed literacy strategies for students from diverse backgrounds in the later years of primary school.
- Design and critique creative, evidence-based learning experiences that 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.
- Develop strategies for and engage in research and reflexive practice to ensure quality student outcomes and nurture evidence-based practice.

---

<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. (2022). *Teaching language in context* (3<sup>rd</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:**

Adam, H. (2021). *Transforming practice: Transforming lives through diverse children's literature*. Primary English Teaching Association Australia.

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. (2023). *Teaching English creatively* (3rd ed.). Routledge.

Derewianka, B. (2020). *Exploring how texts work* (2<sup>nd</sup> ed.). Primary English Teaching Association Australia.

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., & 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*. Primary English Teaching Association Australia.

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. (2012). *Reading to learn in the content areas* (8<sup>th</sup> ed.). 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 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 external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the iLearn 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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: [help.mq.edu.au](mailto:help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## 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. Weekly 2-hour tutorials/

workshops will be held for 'weekday attendance' [internal] students, while 'infrequent attendance' [external] students will have one full-day on-campus session and one full-day online session (divided into manageable sections).

In tutorials and at the on-campus session and online session (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 unit of study 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).

For further details, please refer to the iLearn site, where a detailed unit schedule with readings will be made available.

Weekday attendance mode: tutorials will be held in Weeks 1 to 6, and Weeks 9 to 12.

Infrequent attendance mode: on-campus session 25/3/23; online session 6/5/23.

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

## 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/](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.

## School of Education Procedures

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

### 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 eStudent. 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

### Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable.

<https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all 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.
- Prior to the on-campus session and 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. You should also complete the tutorial preparation tasks and bring these to the sessions.

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

## 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:

- **Resilience** practised inside and outside of the classroom.

*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 potentially competing demands such as those of children from diverse linguistic, cultural and socio-economic backgrounds and of curriculum intentions and resources in different KLAs.*

- **Reflexive** in their teaching practice.

*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** to students, colleagues, parents and professional communities.

*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).*

- **Ready to learn.**

*The unit fosters positive attitudes towards lifelong professional learning about language and literacy education, and engagement with literary and non-fiction texts for children. 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** throughout their career.

*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, and to justify pedagogical decisions using research. 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.*