



# EDST8207

## Teaching English in the Primary School 2

Session 2, Online-scheduled-weekday 2024

*Macquarie School of Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

Ruth French

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

25B Wally's Walk, Room 521

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

Tutor

Catherine Martin

[catherine.martin@mq.edu.au](mailto:catherine.martin@mq.edu.au)

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 unless specifically directed otherwise in the task instructions.
- 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.

### **Academic integrity, including use of artificial intelligence tools**

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

### **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 (PEX) 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.

#### **Descriptive Criteria for awarding grades in the unit**

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 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 <https://ask.mq.edu.au>

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Task 1: Teaching and Learning Portfolio</a>	50%	No	23:55 25/08/2024
<a href="#">Task 2: Professional Reflection</a>	50%	No	23:55 03/11/2024

### **Task 1: Teaching and Learning Portfolio**

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

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **23:55 25/08/2024**

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 <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **23:55 03/11/2024**

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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<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

### Unit Readings

#### Required Text:

Fellowes, J. & Oakley, G. (2024). *Language, literacy and early childhood education* (4<sup>th</sup> ed.). Oxford University Press.

Students may use the previous edition of this textbook if that is what they already own from a previous unit of study.

#### Curriculum Document:

NSW Education Standards Authority. (2022). *English K–10 syllabus*. <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview>

### Structure

The unit will be delivered using a combination of lectures and tutorials.

#### Lectures

Lectures are pre-recorded and are available along with lecture slides from the iLearn site's Echo360 component. Students **must listen to and view all lectures**, making use of the full multimodal text of the lectures (i.e., not merely listening without watching). **It is expected that students will engage in the active learning strategy of note-making**, that is, creating their own notes of all lectures. This helps to build long-term memory and develop deeper understanding, because selecting key points to write down involves thought and not merely transcription.

There are 10 hours of lecture content across the 10 teaching weeks. A schedule of lectures is available on iLearn.

## Tutorials

For ALL students there are **weekly 2-hour tutorials held in Weeks 1 to 10**. Total tutorial time: 20 hours. **Attendance at all tutorials is expected.**

In tutorials, students will discuss issues and questions arising from the lectures and prescribed readings. 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. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. Students attending online tutorials are expected to enact professional courtesies including having their cameras on and engaging fully in the participatory aspects of tutorials, including small group work.

The weekly program for the course with the accompanying readings is available on the unit iLearn site.

## Information about the unit 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.

### 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 the IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: [help.mq.edu.au](https://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk.

## Unit Schedule

Week of Session	Content & key information
Week 1	Module 1: Introduction – Language, literacy and children's literature (1 week)

Weeks 2, 3 and 4	<p><b>Module 2: Learning to read</b></p> <p>This module develops understanding of the explicit teaching of reading. It includes understanding the pervasive nature of literacy and its role in everyday situations, and the importance of home and community literacy practices. Based on research evidence related to teaching reading, students develop their ability to develop units of work and teaching plans that incorporate the effective use of literacy strategies.</p> <p>Lecture 2: Focus on vocabulary and fluency</p> <p>Lectures 3 and 4: Focus on phonics</p>
Week 5	<p><b>Module 3: Reading pedagogies for diverse learners</b></p> <p>This module helps students understand the explicit teaching of reading appropriate to early year learners, with a focus on teaching and supporting English as an Additional Language and/or Dialect (EAL/D) students.</p> <p>Lecture 5: Focus on comprehension</p>
Weeks 6, 7 and 8	<p><b>Module 4: Learning to write</b></p> <p>This module helps students understand the explicit of teaching writing appropriate to the level of young learners based on research evidence related to teaching writing, and the feedback required to support learning. It also develops students' knowledge of a range of resources and strategies to support literacy learning and provide additional support to cater for student diversity.</p> <p>Lectures 6, 7 and 8: Learning to write</p>
Sep 16 to 29	MQ recess. This time is intended for unit reading and assignment preparations.
Weeks 9 and 10	<p><b>Module 5: Conclusion and pulling it all together</b></p> <p>This module helps students understand the literacy demands of the curriculum areas they teach, and develop effective teaching and formative, diagnostic and summative assessment strategies in reading and writing.</p> <p>Lecture 9: An overview of teaching English language and literacies in the early primary school years, including the relationship between learning to read and learning to write. The cycle of ongoing assessment, planning, and instruction.</p> <p>Lecture 10: Using a range of children's literature; ways to organise and program for English and literacy learning in K–2.</p>
Weeks 11 to 13	No classes in EDST8207. Most students will be on professional experience placements in EDST8211.

## 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 [connect.mq.edu.au](https://connect.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 the [Service Connect Portal](#), 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.*

All classes in this unit begin in Week 1. See the university timetable for information about class times and venues: [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during tutorials 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 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**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## **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.

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Unit information based on version 2024.01R of the [Handbook](#)