



School of Education

EDST6723

English Extension Method 1

Term 1, 2020

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4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	<p>Introduction: Scope and importance of literacy K-12 Literacy continuum Recursive learning Literacy myths</p> <p>Aspect of literacy – Teaching reading Phonics, fluency, decoding for meaning, repairing errors learning to read v Reading to Learn</p>	<p>Selecting reading materials Assessing reading level and identifying difficulties matching text difficulty to reading level texts to engage low-level readers the problem of literacy comprehension strategies</p>
2	<p>Aspect of literacy – Spelling Stages of development strategies good spellers use spelling unfamiliar words the role of etymology explicit teaching proofreading assessment of spelling competence</p>	<p>Teaching Literacy in Year 7 – Reading and spelling Links between Reading and Spelling encouraging vocabulary development through spelling designing a spelling program</p>
3	<p>Aspect of literacy – Written and aural comprehension Ways of reading/listening Strategies for improving comprehension extending vocabulary role of working memory</p>	<p>Improving comprehension Using formative assessment strategies graphic organisers and responding to text Dictogloss and jigsaw texts for listening tasks</p>
4	<p>Aspect of literacy – Grammar Use of metalanguage (functional/traditional) Teaching grammar in context recursive learning Levels of grammar . text, sentence, word Knowing when to break the rules Making and interpreting grammatical choices to improve communication</p>	<p>Teaching Literacy in Year 7 – Writing and grammar</p>

Aspect of Literacy – Writing

Model what you teach

Writing essentials - Purpose and audience

Grammar, spelling and punctuation in context

. cognitive load and application of knowledge

Assessment and feedback - stars and wishes

Understanding and applying NAPLAN writing

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7. RESOURCES

Readings

Barton, G. & Woolley, G. (2017). *Developing Literacy in the Secondary Classroom*. London: Sage.

Dean, G. (2004). *Improving Learning in Secondary English*. Oxon: Routledge.

Fisher, D., Frey, N. and Lapp, D. (2016). *Text Complexity: Stretching Readers With Texts and Tasks* 2nd Edition. Thousand Oaks, CA: Corwin Literacy.

Fisher, D., Frey, N. and Hattie, J. (2016). *Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning*. Thousand Oaks, CA: Corwin Literacy.

Readings will be posted on Moodle in the week prior to each class.

Further Readings

Adoniou, M. (2016). *Spelling it Out: How words work and how to teach them*. Cambridge: CUP/.

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N & Sellwood (2016), *Learning and Teaching in Aboriginal and Torres Strait Islander Education*. Oxford, Sydney.

Hayes, D., Hattam, R., Comber, B., Kerkham, L., Lupton, R. & Thomson, P. (2017). *Literacy, Leading and Learning: Beyond Pedagogies of Poverty*. Oxon: Routledge.

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia.

Professional websites for English teachers

<http://www.boardofstudies.nsw.edu.au/7-10-literacy-numeracy/literacy-strategy.html> (BOSTES)

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1> (English K-10)

<http://www.curriculumsupport.education.nsw.gov.au/literacy/> (Lit Continuum)

<https://www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml> (Lit Pol)

<http://www.naplan.edu.au/> (ACARA)

<http://www.englishteacher.com.au/index.php>- The English Teachers Association site.

<http://www.aitsl.edu.au>

Professional Associations

English Teachers' Association (ETANSW)

Tel: 95726900

Email admin@englishteacher.com.au www.etansw.asn.au

Australian Literacy Educators Association (ALEA)

Tel: 1800248 379

Email office@alea.edu.au www.alea.edu.au

Primary English Teachers' Association Australia (PETAA)

Tel: 9565 1277

Email office@alea.edu.au www.alea.edu.au/

8.

Assessment 2 – Formative Assessment Practices for Literacy: 3,000 words (equivalent) (50%)

Prepare and deliver a 15-minute presentation that demonstrates your capacity to design five, short, thematically connected **formative** assessment tasks. Each task must focus on a different literacy skill (see below). Consider the modes of assessment and how students will respond, with at least one task differentiated to allow access for different levels of skill.

The five tasks will target: Reading, Writing, Listening, Spelling, Grammar.

In your oral presentation you should briefly discuss the context for the set of assessments (stage, learning intentions and success criteria) and how they can be used formatively to evaluate current learning as well as provide feedback to move learning forward. Provide a rationale for the choices you have made. You should briefly discuss the advantages and disadvantages of each type of assessment (short answer, guided response, cloze, multiple choice questions, matching) in terms of purpose, setting, administration and feedback for students. Also indicate whether you feel the task is suitable for teacher, self or peer assessment.

Your written submission will introduce each assessment task and provide more detail about the above points. You need to explain and justify any options provided and also how one or more tasks allow for differentiation.

For your set of assessment tasks, make sure you include brief written information about:

