

School of Education

EDST6781 English 1

Term 1 2022

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### IMPORTANT:

**For student policies and procedures relating to assessment, attendance and student support, please see website,**

[https://education.arts.unsw.edu.au/n8882/0/596.04/842.511\(edi9Tm0/g0/G\[ \]\)JTJET@0.000008882/0/596.04/842.04/reW\\*t](https://education.arts.unsw.edu.au/n8882/0/596.04/842.511(edi9Tm0/g0/G[ ])JTJET@0.000008882/0/596.04/842.04/reW*t)

## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 6781 English 1 (6 units of credit)  
Term 1 2022

## **2. STAFF CONTACT DETAILS**

Course Coordinator:            Helena Granziera  
Email:



2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	2
5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	1, 2

#### NATIONAL PRIORITY AREA ELABORATIONS

Priority area	Assessment/s
A. Aboriginal and Torres Strait Islander	

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Students need to understand the scope and sequence of the NSW Board of Studies (2015) English K-10 syllabus and use it appropriately to track typical stages of development within and across skill areas. The course has a strong focus on literacy development and the diverse influences and aspects of literacy. Understanding the recursive nature of literacy development is critical. The Literacy Continuum will be used to analyse both concurrent development of aspects of literacy and the cumulative nature of skills across literacy strands.

#### **5. TEACHING STRATEGIES**

The course will integrate classroom observations, pedagogical theory for literacy learning and practical development of teaching resources. Students will also teach groups of students in Stages 1-3 to deepen understanding of how literacy develops. A range of teaching strategies will be explored and critically evaluated for their appropriateness and effectiveness for different contexts and for diverse student needs.

#### **6. COURSE CONTENT AND STRUCTURE**

##### **Weeks**

##### **Lecture and Tutorial Topics and Content**

This is an *indicative* course schedule and reading list. Refer to Moodle for the most

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**Introduction to Assessment in English**

- The Teaching and Learning Cycle
  - Assessment For / Of / As Learning
  - Visible learning and formative assessment strategies to provide differentiated instruction
  - Effectively tracking achievement and growth using the Literacy Progressions, including Kindergarten early literacy assessments
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Week 3

**LECTURE: Programming in literacy**

- Developing lesson plans
- Devising a scope and sequence
- Assembling programs.

**TUTORIAL: Teaching and assessing spelling**

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Australian Literacy Educators' Association <http://www.alea.edu.au>

8.



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EDST6781 ENGLISH 1

Name:

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6781 ENGLISH 1

Name:

Student No.:

Assessment Task 2: **Portfolio**

<b>SPECIFIC CRITERIA</b>	(-) -----> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Construction of a needs analysis in order to design an intervention program Inclusion of a portfolio of original resources					
<b>Depth of analysis and/or critique in response to the task</b> Annotation of student's writing difficulties in line with Literacy Continuum Detailed explanation of how your intervention will be evaluated Include considerations on how to continue to support the student at program completion					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Appropriate research references to support responses Sound range of research references					
<b>Structure and organisation of response</b> Appropriate nature of structural organisation Logical and coherent structure Clear presentation of ideas to					