

Course Outline (Higher Education)

School:	School of Education
Course Title:	LANGUAGE AND LITERACIES IN THE PRIMARY YEARS
Course ID:	EDBED2006
Credit Points:	15.00
Prerequisite(s):	(EDECE1015 or EDECE2020)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070103

Description of the Course :

This course is designed to develop students' knowledge and understandings of the nature and scope of literacy pedagogy in primary education, and the importance of translating theory to practice when planning appropriate learning activities. Students examine a wide range of effective strategies and resources that can be applied to the teaching of reading, writing, spelling, grammar, speaking, listening, and viewing. Students explore a range of children's literature and multimodal texts and design a unit of work incorporating cross-curricular links and a variety of assessment strategies. A Primary professional experience placement is attached to this course.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

K1. Investigate the role of language and literature in primary education from Foundation to Year 6;

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- K2.** Recognise the diverse structures of multimodal texts and the application of multiliteracies in classroom programs;
- K3.** Examine the wide range of teaching and learning practices that can be applied to the teaching of reading, writing, spelling, grammar, speaking, listening, and viewing;
- K4.** Link curriculum policies with school and classroom literacy planning using current curriculum documents such as AusVELS and the Australian Curriculum;
- K5.** Identify the range of assessment strategies employed in school and classroom contexts;
- K6.** Compare and contrast recent developments in literacy learning such as meta-cognitive linguistic understanding.

Skills:

- S1.** Implement explicit teaching and learning strategies for the teaching of reading, writing, spelling, grammar, speaking, listening, and viewing;
- S2.** Incorporate a range of literature genres in planning for literacy learning;
- S3.** Facilitate student's communication literacies through the use of digital technologies;
- S4.** Incorporate effective strategies and develop resources to support diversity in literacy programs;
- S5.** Develop cross-curricular literacy links when planning for student's literacy learning;
- S6.** Apply effective teaching and learning strategies when working with Indigenous students and students for whom English is not their first language;
- S7.** Apply effective teaching strategies to support students experiencing difficulties in their literacy development;
- S8.** Undertake a professional experience placement and apply effective strategies to support literacy learning in the primary classroom.

Application of knowledge and skills:

- A1.** Discuss the development of reading in the primary classroom, drawing on knowledge of a range of teaching and learning strategies;
- A2.** Develop a unit of work, with cross-curricular links, to foster development in reading, writing, spelling, grammar, speaking, listening, and viewing, by drawing on knowledge of literature genres, including multimodal texts.

Course Content:

- The nature and scope of language and literacy pedagogy in the primary school context;
- The process involved in translating theory and curriculum frameworks such as AusVELS and the Australian Curriculum into classroom practice;
- The design of appropriate practices to incorporate multimodal texts, multiliteracies and other digital technology into a range of classroom contexts;
- Effective and explicit teaching strategies to teach reading, writing, spelling, grammar, speaking, listening, and viewing;
- The recognition and planning for literacy experiences across all areas of the curriculum;
- The incorporation of children's literature in the planning, teaching and learning processes;
- The development of effective teaching and learning strategies for Indigenous students; students for whom English is not their first language; and students experiencing difficulties with their literacy development;
- The recognition of literacy as a social practice through reading, writing, speaking, listening and viewing;
- The diverse range of assessment strategies utilised in primary classrooms;
- Undertake a professional experience placement with a strong focus on literacy practices in the

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primary classroom.

Values:

- V1.** Recognise the importance of the range of literacies in student's lives and learning;
- V2.** Recognise the importance of culturally responsive programs and practices to facilitate student literacy development.

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Develop culturally responsive programs and practices that support the development of literacies in the primary classroom and recognise literacy as a social practice through reading, writing, speaking, listening and viewing.	Medium
Critical, creative and enquiring learners	Apply knowledge of a wide range of teaching and learning practices to support student development in reading, writing, spelling, grammar, speaking, listening, and viewing. Creatively incorporate multimodal texts, multiliteracies, other digital technology and literature into a range of classroom contexts.	Medium
Capable, flexible and work ready	Demonstrate effective communication skills in an educational setting while interacting with children, families and staff. Work collaboratively with the Mentor teacher while on the professional experience placement to support student learning and further own learning.	Medium
Responsible, ethical and engaged citizens	Not applicable	

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3 S1 A1	Hurdle Tasks - specific literacy teaching practice focus.	Short description	Formative assessment-feedback loop
K3, K4, K6 S1, S4, S6, S7, S8 A1	Discuss a range of teaching strategies that support the development of reading and comprehension in the primary classroom.	Essay	40% - 60%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5 A2	Design a unit of work, for a specific primary level (AusVELS) with cross-curricular links based on children's literature using a range of text types, including multimodal texts.	Unit of Work	40 - 60%

Adopted Reference Style:

APA