

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	LEARNING AND TEACHING ENGLISH 1
<b>Course ID:</b>	EDMAS6038
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	070103

## Description of the Course :

This course is the first of two courses that focus on the role and nature of literacy education in schools and aims to establish a critical understanding of the inter-relationships of policy initiatives and directives with educational practices in schools and the community. Students explore connections between home, community and school literacy practices, within the context of a socially and culturally diverse world influenced by technological change, international testing of literacy, the international rights of children, and published policies of global entities (OECD, UNESCO). The course also critically examines Australia's national, state and local policies and practices, including professional standards, current curriculum and assessment. Students also enhance their personal literacies to communicate effectively as members of the teaching profession. With an emphasis on the early years of school the unit explores effective pedagogies to enhance children's oral language, reading, writing and visual literacies taking into account issues related to information and communication technology. It emphasises the place of literacy in the development of autonomous and lifelong learners.

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

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

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## Knowledge:

- K1.** Identify and critically examine a range of theoretical perspectives on language and literacies, and English and literacy learning
- K2.** Explore students' own English and literacy skills and pedagogical practices
- K3.** Become competent in their personal literacies, including a range of information and communication technologies
- K4.** Develop an understanding of diverse student needs and the implementation of differentiated and inclusive approaches

## Skills:

- S1.** Cultivate personal literacy and communication skills and competencies
- S2.** Reflect on the processes associated with the teaching and learning of language and literacy
- S3.** Implement language and literacy teaching and learning practices that reflect current curriculum and an increasingly diverse social world that is influenced by technology and social change
- S4.** Critically examine and reflect on contemporary local, national and global educational policy issues and debates related to language and literacy

## Application of knowledge and skills:

- A1.** Examine and reflect critically on a range of education policy issues and debates for educators in contemporary local, national and global contexts and their implications for educators
- A2.** Apply knowledge of multimodal texts and the use of information and communication technology to support language and literacy development
- A3.** Assess, plan and implement effective and inclusive English and literacy learning experiences for middle and upper primary learners which reflect the complex nature of English and literacy teaching, as well as current curriculum expectations

## Course Content:

Identify and critically examine a range of theoretical perspectives on literacies, and English and literacy learning. Explore and develop students' own English and literacy skills and pedagogical practices. Assess, plan and implement effective and inclusive English and literacy learning experiences for middle and upper primary learners which reflect the complex nature of English and literacy teaching and learning in an increasingly diverse social and cultural world influenced by technological and social change. Develop knowledge and understanding of effective ways to plan, teach and assess learning Experiences to develop young children's early reading, writing and oral language skills. Become competent in their personal literacies, including a range of information and communication technologies. Examine and reflect critically on a range of education policy issues and debates for educators in contemporary local, national and global contexts and their implications for educators.

## Values:

- V1.** Develop an appreciation of the importance of literacy education in contemporary society
- V2.** Develop a deeper understanding of their role as a teacher of language, literature and literacy
- V3.** Develop confidence and positive attitudes associated with the teaching of language, literature and literacy
- V4.** Develop their appreciation of the role that language and literacy plays in their professional and personal lives

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## 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	Course as forming the basis of teacher professional knowledge to be developed in subsequent pre- and in-service teacher activities	High
Critical, creative and enquiring learners	Learners will appreciate how to critically review children's literature regarding literacy discourse	Medium
Capable, flexible and work ready	Responsibility as educator of the next generation of literate and informed citizens	High
Responsible, ethical and engaged citizens	Responsibility as an educator within a local, state and national education system	High

## Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S4, A1, A2 APST 1.2, 1.3, 1.5, 1.6	Learners draw on relevant literacy policy and perspectives to reflect and describe their literacy journey.	Essay	40-60%
K1, K4, S3, S4, A3 APST 1.2, 1.3, 1.5, 1.6, 2.2, 2.3, 2.6, 3.4, 4.5	Critique: Profiling and planning for a young literacy learner	Planning task	40-60%
K2, K3, S1 APST 2.1	Literacy test online	Hurdle Task	S/N

## Adopted Reference Style:

APA

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## Professional Standards / Competencies:

### Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Yes	Introductory
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Yes	Introductory
1.6 Strategies to support full participation of students with disability	Yes	Introductory
2 - Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area	Yes	Introductory
2 - Know the content and how to teach it		
2.2 Content selection and organisation	Yes	Introductory
2 - Know the content and how to teach it		
2.3 Curriculum, assessment and reporting	Yes	Introductory
2 - Know the content and how to teach it		
2.5 Literacy and numeracy strategies	Yes	Introductory
2 - Know the content and how to teach it		
2.6 Information and Communication Technology (ICT)	Yes	Introductory
Professional Practice		
3 - Plan for and implement effective teaching and learning		

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3.4 Select and use resources	Yes	Introductory
4 - Create and maintain supportive and safe learning environments		
4.5 Use ICT safely, responsibly and ethically	Yes	Introductory