



CHRISTIAN HERITAGE COLLEGE

CR232

CURRICULUM AND PEDAGOGY: ENGLISH AND LITERACY

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	CR232						
Unit name	Curriculum and Pedagogy: English and Literacy						
Associated higher education awards	Bachelor of Education (Primary)						
Duration	One semester						
Level	Intermediate						
Core/elective	Core						
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320						
Delivery mode	Face-to-face on site						
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study and assignment preparation</td> <td>120 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study and assignment preparation	120 hours	TOTAL	150 hours
Contact hours	30 hours						
Reading, study and assignment preparation	120 hours						
TOTAL	150 hours						
Prerequisites/ co-requisites/ restrictions	<p><i>Prerequisite:</i></p> <p>CR131 Introduction to Language, Literature and Literacy</p>						
Rationale	<p><u>Enduring Understanding:</u> Teaching language and literacies to students enables them to be literate learners.</p> <p>This unit, the second core unit for pre-service teachers of Prep-Year 6 English, introduces pre-service teachers to the methods and attitudes of effective English education and builds upon understanding already developed in CR131 Introduction to Language, Literature and Literacy. Pre-service teachers will investigate and apply pedagogies of English, in both the receptive and productive modes, for children in the Prep-Year 2 and Year 3-6 classroom contexts. The unit also incorporates specific pedagogies that address morphology, graphology and phonology. They will explore emerging forms of multi-modal textual practices through purposeful integration of the ICTs in relation to English pedagogies as they engage with 21st century learner needs. The unit develops Christian understandings of socially just, inclusive practices for teaching school students from diverse socio-cultural backgrounds especially relating to Aboriginal and Torres Strait Islander perspectives.</p>						
Prescribed text(s)	Cope, B., & Kalantzis, M. (2012). <i>Literacies</i> . South Melbourne, VIC: Cambridge University Press.						
Recommended readings	<p>Books</p> <p>Derewianka, B., & Jones, P. (2012). <i>Teaching language in context</i>. South Melbourne, VIC: Oxford University Press.</p> <p>Hill, S. (2012). <i>Developing early literacy: Assessment and teaching</i> (2nd ed). South Yarra, VIC: Eleanor Curtain Publishing.</p> <p>Kucer, S.B. (2014). <i>Dimensions of literacy: A conceptual base for teaching reading and writing in school settings</i> (4th ed.). London, UK: Routledge.</p> <p>McDonald, L. (2013). <i>A literature companion for teachers</i>. Newtown, NSW: Primary English Teaching Association Australia.</p>						

	<p>Simpson, A., & White, S. (2013). <i>Language, literacy & literature</i>. South Melbourne, VIC: Oxford University Press.</p> <p>Winch, G., Ross Johnston, R., Holliday, M., Ljungdahl, L., & March, P. (2014). <i>Reading, writing and children's literature</i> (5th ed.). South Melbourne, VIC: Oxford University Press.</p> <p>Journals</p> <p><i>Australian Journal of Language and Literacy</i></p> <p><i>Literacy</i></p> <p><i>PETAA Papers</i></p> <p>Websites</p> <p>New Learning: Transformational Design for Pedagogy and Assessment http://newlearningonline.com/multiliteracies</p> <p>Australian Curriculum: English http://www.australiancurriculum.edu.au/english/curriculum/</p> <p>In addition to the resources above, pre-service teachers should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
Specialist resource requirements	Nil
Content	<ol style="list-style-type: none"> 1. English and literacy in and for the 21st century, including <ol style="list-style-type: none"> a. using English and literacy in culturally diverse classrooms; b. engaging students from Aboriginal and Torres Strait Islander backgrounds in culturally appropriate ways in English and literacy; c. using English and literacy for reconciliation with Aboriginal and Torres Strait Islander peoples. 2. Literary and linguistic theories and models for understanding English and literacy 3. Critical engagement with teaching and learning in English and literacy 4. Teaching and learning of literacy in second language learners 5. Curriculum and syllabus in English and literacy 6. Resource selection and development for teaching English and literacy 7. Assessment, reporting and evaluation in English and literacy: National and school-based 8. Pedagogies for teaching the receptive modes (reading, listening and viewing) in Prep-Year 2 and Year 3-6 9. Pedagogies for teaching the productive modes (writing, speaking and creating) in Prep-2 and Year 3-6
Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. employed pedagogies for teaching across the receptive (reading, listening, viewing) and productive (writing, speaking, creating) modes; 2. developed teaching and learning goals, strategies and resources to engage, support and assess learning and development in English, including literacy and numeracy; 3. used ICTs in the development of pedagogical strategies, tools and resources; 4. articulated Christian worldview perspectives relating to language pedagogy and inclusive teaching practices with a specific focus on Aboriginal and Torres Strait Islander people groups; 5. critically reflected upon the praxis of language pedagogies and assessment in the light of contemporary theory, research and achievement data; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

<p>Assessment tasks</p>	<p>Task 1: Mini-lesson</p> <p>Mini-lesson demonstrating English and literacy pedagogies</p> <p>Word Length/Duration: 500 words/10 minutes</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 5</p> <p>Task 2: Developing a Rubric</p> <p>Develop an authentic assessment task and then design the resources in receptive mode for Prep – Year 2 contexts needed to communicate requirements to a range of audiences, including parents/carers.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 8</p> <p>Task 3: Folio</p> <p>English extended learning sequence and resources folio</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>		
<p>Australian Professional Standards for Teachers (APST)</p>	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <ul style="list-style-type: none"> 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.6 Information and Communication Technology 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 4.5 Use ICT safely, responsibly and ethically 5.4 Interpret student data 		
<p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p>			
<p><i>Graduate Teacher Standards</i></p>		<p><i>Learning Outcomes</i></p>	<p><i>Assessment Tasks</i></p>
<p>2.1</p>	<p>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p>	<p>1-3</p>	<p>2, 3</p>

	2.2	Organise content into an effective learning and teaching sequence.	2	3
	2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2	2
	3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	2	2, 3
	3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1, 2	1, 3
	3.3	Include a range of teaching strategies.	2, 3	3
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	2, 3	3
	3.7	Describe a broad range of strategies for involving parents/carers in the educative process.	1, 5	2
	5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2	2
Unit summary	This unit introduces pre-service teachers to pedagogies relevant to teaching English in the Prep-Year 2 and Year 3-6 stages of schooling. Pre-service teachers will critically reflect on socially just and inclusive practices and explore definitions, theories, models and research regarding the depth and breadth of pedagogical content knowledge necessary for effective teaching and learning in English.			