



## Contents

1.	<b>LOCATION</b> .....	2
2.	<b>STAFF CONTACT DETAILS</b> .....	2
3.	<b>COURSE DETAILS</b> .....	2
	Summary of Course.....	2
	Student Learning Outcomes.....	3
	AITSL Professional Graduate Teaching Standards .....	3
4.	<b>RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH</b> .....	4
5.	<b>TEACHING STRATEGIES</b> .....	4
6.	<b>COURSE CONTENT AND STRUCTURE</b> .....	5
7.	<b>RESOURCES</b> .....	6
8.	<b>ASSESSMENT</b> .....	8

### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**



### ***Student Learning Outcomes***

---

Outcome

---

- 1 Understand the English language and literacy demands of schooling and identify equity curriculum
- 2 Apply

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

achievement in all curriculum areas. The cultural and linguistic diversity of the NSW population means that in many schools learning English as an additional language is a mainstream endeavour. Teachers therefore need to be equipped with theoretical and practical knowledge about language and literacy issues in order to be able to develop a language-based pedagogy for an inclusive curriculum. Course content and processes reflect and model a sociocultural approach to language and literacy education.

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

Teaching strategies used during the course will include:

- ◁ Small group learning to model the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- ◁ Structured occasions for reflection to allow students to reflect critically on teaching practice;
- ◁ Opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- ◁ Online learning on the course Moodle website and associated myUNSW resources.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.





Harris, P., Chinnappan, M., Castleton, G., Carter, J., De Courcy, M., & Barnett, J. (2013). Impact and









UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST2046 LANGUAGE & LITERACY LEARNING IN THE CLASSROOM

Student Name:

Student No.:

Assessment Task 1: Annotated bibliographies

<b>SPECIFIC CRITERIA</b>	(-) _____ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>&lt; Adherence to task brief</li> <li>&lt; Understanding of texts demonstrated through summaries of main argument/ideas</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>&lt;</li> </ul>					

| ————— (+) |

