TEAC 5008 EALD CURRICULUM 2

Credit Points 10

Legacy Code 102866

Coordinator Pegah Marandi (https://directory.westernsydney.edu.au/search/name/Pegah Marandi/)

Description The subject will examine and model effective contemporary classroom practice in teaching senior EALD students. The subject will provide opportunities to engage with texts and writing within EALD. Relevant Stage 6 syllabuses and Australian curriculum documents will be explored. Emphasis will be placed on the core principles underlying EALD teaching. This subject will provide opportunities for students to develop innovative lesson and subject planning, choose relevant and creative texts and construct authentic assessment tasks for Stage 6 students. Opportunities for investigation and discussion of current EALD research particularly related to the development of cultural and linguistic capacity will be explored. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 5 subject

Pre-requisite(s) -

Restrictions

Students in program 1714 must have the English Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Demonstrate a comprehensive understanding EALD learners in Stage 6.
2. Apply socio-cultural perspectives and pedagogical theories and approaches in EALD teaching.
3. Engage with narrative, discursive, imaginative and informative texts for EALD learners.
4. Construct well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which consider the full range of EALD students' abilities and school-based and system data.
5. Design a suitable range of assessment instruments that use valid, reliable and consistent judgements of EALD senior student learning in relation to writing, reading, speaking and listening.
6. Apply innovative teaching resources that apply a critically reflective approach to teaching senior students in EALD
7. Apply technology to effectively teach senior EALD students to use multimodal texts.

Subject Content

- Who is an EALD student?
  - Aboriginal and Torres Strait Islander students
  - immigrants to Australia and temporary visa holders from non-English speaking countries
  - students with a refugee background
  - children born in Australia of migrant heritage where English is not spoken at home
  - English-speaking students returning to Australia after extended periods in non-English speaking settings
  - children of deaf adults who use Auslan as their first language
  - international students from non-English speaking countries.
- What are the diverse cultural and linguistic needs of EALD students?
- What are the policies and legislative requirements that are relevant to teaching EALD students?
- How do we differentiate learning and pedagogy for EALD students?
- What are EALD students' experiences, understandings and expectations?
- What specific support do EALD students require to learn and build on English language skills to access the general curriculum, in addition to learning area-specific language structures and vocabulary?
- How do we cater to EALD students who may have different levels of language proficiency across the modes of listening, speaking, reading and writing?
- Why is it important to maintain the home language of EALD students?
- How do we build EALD students' English language learning while preserving and developing their cultural identities and family relationships?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Professional Task	2000 Words	50	N	Individual	N
Portfolio	2000 Words (Portfolio)	50	N	Individual	N

Prescribed Texts

- NSW Education Standards Authority [NESA]. (2017). English EALD Stage 6 Syllabus. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017 (https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017/)

Teaching Periods

Spring (2025)
Penrith (Kingswood)
On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC5008_25-SPR_KW_1#subjects)

Spring (2025)
Penrith (Kingswood)
On-site

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