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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2103EDN
COURSE TITLE	English Education 1 - Reading and writing in the early years
ACADEMIC ORGANISATION	EDN School of Education and Professional Studies
TRIMESTER	Trimester 1 2024
MODE	Mixed Mode
LEVEL	Undergraduate
LOCATION	Gold Coast, On Campus
CREDIT POINT VALUE	10

Restrictions:

Restriction: Students must be in program 1567 Bachelor of Education

Course Description:

This English course introduces students to the three interrelated areas of learning of the Australian Curriculum English. Language, Literature and Literacy. The course will develop students' understanding of language, texts and their use as a tool to promote effective literacy instruction in the early years of learning. Prerequisite: Students must have met the Senior Science pre-requisite to undertake any course in the Primary Major.

Assumed Background:

There is no assumed background knowledge.

1.2 Course Introduction

2103EDN introduces students to the three interrelated strands of the Australian Curriculum English - Language, Literature and Literacy. The course will develop the pre-service teachers' understanding of language, texts and their use as a tool to promote effective literacy instruction in the early years of learning.

This course is offered in mixed-mode across four campuses - Mount Gravatt, Gold Coast, Logan, and Online. Lectures are pre-recorded and available online. 2 hour weekly tutorials are offered on campus or online in real-time, and attendance at these is expected as they are linked to course assessment. Students who select the online tutorials must have a working camera and microphone.

Previous Student Feedback

Students found all staff members knowledgeable in the subject of English and literacy in the early years and found the course well scaffolded. Some in particular liked the modelling of reading during the tutorials. Some students found the amount of content overwhelming so the advice is to start engaging with the course materials from week 1 and devote the required amount of time each week. Students like the assessment tasks, in particular the practical nature of Assessment 2 and these will be refined for the next offering. Students also requested more face to face opportunities. These have all been taken into account and the next offering will provide 2 hour tutorials.

1.3 Course Staff

Primary Convenor **Natalie McCallum**

EMAIL n.mccallum@griffith.edu.au

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

A timetable for this course is available at Learning@Griffith.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

1.6 Technical Specifications

It is recommended students review the minimum technology requirements needed to access course materials located at the following link: <https://www.griffith.edu.au/about-griffith/campuses-facilities/digital/it-requirements>

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

English Education 1 aims to:

- introduce preservice teachers to the three interrelated areas of learning of the Australian Curriculum: English - Language, Literature and Literacy
- develop preservice teachers' understanding of language, texts and their use as a tool to promote effective literacy instruction in the early years of learning

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand the conceptualisation of English as a school subject that integrates knowledge and understanding of language, literature and literacy.
- 2 Describe the nature of language acquisition and development, including phonological awareness, and its various forms and functions for early years of learning.
- 3 Develop an understanding of texts and the ability to recognise, interpret and apply codes and conventions that are specific to and/or shared across text forms and communication modes.
- 4 Identify, select and use teaching and learning strategies, assessment strategies, and resources to provide a learning experience for small groups with the purpose of instilling an appreciation of literature while developing language and literacy skills.
- 5 Adapt and reflect critically on personal literacy competencies and understanding of content knowledge of the Australian Curriculum: English.
- 6 Identify opportunities to embed Numeracy and Digital Literacies strategies that are applicable in the English curriculum.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•		
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students include:

Readings: From the reading list, students can access Required and Recommended Learning Resources through direct links to articles, ebooks, databases, websites, the Library catalogue and digitised readings in one convenient place. Students can also prioritise their readings, add personal study notes, and export citations.

Learning@Griffith: There is a dedicated page for this course at myGriffith.

Student Support: Provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

Careers and Employment: The team provides Career Wellbeing, Career Planning and Decision Making, Finding Jobs, Skills Identification and Development, Graduate Employment Information, LinkedIn Profile Review, Interview Preparation, Online Psychometric and Aptitude Test Preparation, International Student Support, Disability Disclosure Strategies and Higher Degree Research (HDR) Career Consultations.

Library: The Library provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. The Library works in collaboration with the academic community to achieve academic and research outcomes.

Student Computing: The University provides access to common use computing facilities for educational purposes.

Griffith Information Technology Code of Practice - Provides guidance to all users of Griffith University Information Technology.

Academic Integrity Module: This module will help you to understand the principles around integrity and will set you up for success at University and in the workplace. It will take approximately 15 minutes to complete. It is strongly encouraged that you complete it by the end of the first trimester of study.

Academic integrity student tutorial: This tutorial helps you understand more about academic integrity and why it is important. You will learn about the types of academic misconduct and the University's policies.

Academic Integrity Declaration

Breaches of academic integrity seriously compromise student learning, as well as the academic quality of the University's programs. All breaches of academic integrity are taken seriously.

By enrolling in this course and submitting assessment, I agree that:

- I have read the [Student Academic Integrity Policy](#) and the [Student Breaches of Academic Integrity Procedure](#).
- Except where indicated through references/citations, all assessment submitted will be my own work, based on my personal study and/or research.
- I will not collude with another student or person in the production of assessment in this course unless group work and collaboration is an expectation of the assessment item.
- No assessment item has been submitted for assessment in any other course at Griffith, or at any other University or at any other time in the same course without the permission of the relevant Course Convenor.
- I will not copy in part or in whole or otherwise plagiarise the work of other students and/or other persons.
- I will not make any of my assessment in this course available to another student, without the permission of the Course Convenor.
- In the case of online quizzes and examinations, I will only access the materials permitted in the exam instructions and limit my internet usage to what is needed to take the exam.

I accept that should I be found to be in breach of the non-disclosure provision identified above, action will be taken under the [Student Academic Integrity Policy](#). Penalties may include failing the course or exclusion from the University.

I also **acknowledge** and agree that the course convenor may:

- Give access to assessment to another Griffith staff member for the purpose of marking.
- Submit assessment items to a text-matching service. This web-based service will retain a copy of any assessment item for checking the work of other students but will not reproduce it in any form.
- Use assessment items for the purposes of moderation, or as exemplars, according to University policies.

3.5 Other Learning Resources & Information

A recommended learning resource for 2103EDN is the following text:

Hills, S. (2006). "Developing Early Literacy: Assessment and Teaching. 3rd Edition". South Yarra, Victoria: Eleanor Curtin Publishing. Students can purchase the hard copy of this text, or the e-book version.

Required:

Australian Curriculum: English available online from ACARA website.

Other readings will be available through Learning@Griffith

You may be contacted and offered Pastoral Care.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
4 Mar 24	<p>Week 1 - Australian Curriculum English P-3 (Module): Course content is delivered through lectures and tutorials over an 8 week period. This content will entail pre-recorded Lecture Material available at Learning@Griffith, which should be viewed prior to tutorials. In addition, a two hour tutorial will be held each week on campus for 8 weeks or online each week for 8 weeks. Your attendance at these tutorials is expected, and will contribute to the course assessment.</p> <p>In this week lecture and tutorial content will include an introduction to the course and to the Australian Curriculum and the connection with the General Capabilities for Literacy Numeracy and Digital Literacy, as well as exploring a balanced approach to literacy.</p>	1, 2, 4, 5, 6
11 Mar 24	<p>Week 2 - Oral Language and Vocabulary and Fluency (Module): This week lectures and tutorials will explore oral language and vocabulary in the early years, and how we teach and assess it and adjust for diverse students.</p>	3, 4, 5
18 Mar 24	<p>Week 3 - Phonological and Phonemic Awareness (Module): Lectures and tutorials in this week will explore phonological awareness, phonemic awareness and how we teach and assess it, as well as consider the diverse needs of students. We will start to explore how picturebooks can be used to develop these concepts.</p>	2, 3, 4
25 Mar 24	<p>Week 4 - Letter Sound Knowledge and Phonics (Module): This week lectures and tutorials will explore letter sound knowledge, the different types of phonics and how we teach and assess phonics, and additional supports for diverse student needs. * Friday 29th March Good Friday Public Holiday - Friday Tutorials will not be held. Students are welcome to join an alternate online tutorial or a face-to-face tutorial for this week.</p>	2, 3, 4
1 Apr 24 - 5 Apr 24	<p>Vacation Week (Student): * Please Note Monday 1st April 2024 is Easter Monday Public Holiday</p>	
8 Apr 24	<p>Week 5 - Reading Fluency and Comprehension (Module): This week lecture and tutorial content will explore reading fluency, comprehension and how we teach and assess it considering the diverse needs of students. You will also explore reading in digital and multimodal contexts.</p>	3, 4, 5, 6
15 Apr 24	<p>Week 6 - Writing Development in the Early Years (Module): This week's lecture and tutorial content explores writing development in the early years and how to teach writing to diverse students.</p>	2, 3, 4, 5
22 Apr 24	<p>Week 7 - Spelling (Module): This week's lecture and tutorial content will explore spelling, as well as planning for reading and writing at the lesson plan and at the literacy block level. * Thursday 25 April ANZAC Day Public Holiday - Thursday tutorials will not be held. Students are welcome to join an alternate online tutorial or a face-to-face tutorial this week.</p>	2, 3, 4, 5
29 Apr 24 - 20 May 24	<p>3 Week Pre-Service Teaching Placement (Professional Experience):</p>	
27 May 24	<p>Week 12 - Assessment 2 Planning Documents (Module): Thursday 12:30pm - 2:20pm Online In this module we will explore Assignment 2 and Planning for Literacy Blocks.</p>	1, 2, 3, 4, 5, 6

4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

Griffith University provides an enterprising information rich learning architecture, which supports BYOD (bring your own device) and BYO App (bring your own application), enabling seamless data and process integration across systems. It is therefore an acceptable expectation that all students enrolled in programs offered by The School of Education and Professional Studies will make use of their own device, including a working microphone and camera and BYO App for use during all learning activities. This is to ensure active participation in online sessions, and in some courses, completion of assessment items.

Peer Assisted Study Sessions (PASS) are available for this Course. PASS sessions are fun, 50-minute study sessions, led by experienced, high-achieving students, who have previously completed this Course.

PASS focuses on 'what to learn' (the course content) and 'how to learn' (academic reasoning and study skills). In PASS, you will engage in the Course material in different ways with activities and discussion designed by the PASS Leader to help you review lecture notes, key concepts, readings, practice problem-solving, develop study skills and unpack assessments. Whether you are a top performer or need some extra assistance, PASS can benefit you by helping you to consolidate what you are learning and to succeed in your studies.

Sessions run at scheduled times each week of trimester, online, in weeks 2-12. You can access PASS sessions via the links which are available on the PASS page of the Course site - simply click on the link for the session you wish to attend.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Assignment - Written Assignment</i> Assignment 1 Group Planning:	15 Apr 24 23:59	50%	50 marks	1, 2, 3, 4, 5, 6	
<i>Assignment - Planning Document</i> Assignment 2: Literacy Block	2 Jun 24 23:59	50%	50 marks	1, 2, 3, 4, 5, 6	

5.2 Assessment Detail

Title: Assignment 1 Group Planning:

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

15 Apr 24 23:59

Weight: 50%

Marked out of: 50

Task Description:

Assignment 1 Group Planning:

Word count: 2000 words plus reference list

In this task, you will work in a group of three or four (3 or 4), like a teaching team. One assignment will be submitted for the group.

Part 1 Rationale: 500 words plus references:

Select one (1) children's picturebook that offers a range of rich literacy opportunities for a selected year level from Foundation to Year 3 inclusive. You will provide a justification of why the selected picturebook is a quality literary resource that can be used to develop reading and writing opportunities and reflect a balanced approach to reading and writing. This justification will be referenced using quality academic literature from the set readings of this course. This justification should be written in academic prose and not use first person pronouns (e.g. not use I think or I believe). Academic references are required in APA 7 format. You must also add the selected children's picture book to the reference list.

Part 2 Australian Curriculum: 400 words plus 4 content descriptors (connection to one reading repertoire, the chosen repertoire will be specified in Learning@Griffith)

Prepare a table of the range of reading and writing of opportunities for this children's picturebook for your chosen year level. On the left hand side of the table, list 4 x Content Descriptors that can be taught using your selected picture book. Write the Content Descriptor in full, including the code (AC...letters and numbers).

3 x Content Descriptions must be about reading and/or writing from the one year level:

1 x Content Description (Level) must be from the General Capabilities for either Digital Literacy or Numeracy. Sometimes Content Descriptors are very lengthy and have multiple parts. If your lesson is going to focus on one part of a longer Content Descriptor, highlight that part of the Content Descriptor in yellow.

In the right hand column, in dot point notes (teacher planning), explain how you will use the selected children's book as a stimulus to teach the Content Descriptor or one part of the Content Descriptor. Each entry is limited to 100 words plus photos from the selected book to help explain how you will use the book as a stimulus for the lesson. References and additional resources are not required.

Part 3: Learning Activities

Create 5 learning Activities connecting the Content Descriptors and the picturebook. These learning activities will require

- a title (name)
- the relevant Australian Curriculum English Content descriptor (AC:E CD) with the focus of the CD highlighted in yellow

- detailed description of the activity inclusive of assessment opportunity (approx 200 words each)
- images connecting the pages of the picturebook to the activity

This task addresses APST's: **2.1, 2.2, 2.5, 3.2, 3.3, 3.4, 5.1, 7.4**

Further information on how to approach the task, a template and criteria sheets will be provided at Learning@Griffith.

Criteria & Marking:

- Considered selection and application of a piece of children's literature for the teaching of reading and writing
- Justification to quality academic literature on the suitability of the selected piece of children's literature
- Understanding that the Australian Curriculum: English integrates knowledge and understanding of the strands of language, literature and literacy
- Application of curriculum learning and assessment knowledge
 - informed selection of a range of learning activities
 - incorporate applicable literacy and numeracy and strategies
- Demonstration of personal literacy competencies suitable to the nature of the task

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. Submit Online - Information to be provided at Learning@Griffith. Students will receive feedback within 2 weeks of the submission date via L@G.

This assessment item:

- is a school based activity
- is a group activity
- does not include a self assessment activity
- does not have a resubmission provision

Title: Assignment 2: Literacy Block

Type: Assignment - Planning Document

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6

Due Date:

2 Jun 24 23:59

Weight: 50%

Marked out of: 50

Task Description:

Assessment 2: A Balanced Approach to Literacy - Literacy Block

Word count: 1500 words

Part 1: Critical Response: 800 words

You are to write a critical response on the importance of a balanced approach to the teaching of reading in the early years and its practical application in classrooms. The critique will include reference to the Six Repertoires of Reading and Reading learning Theories. You should also write about how you would organise the content, plan, structure and sequence a learning program and apply teaching strategies discussing important considerations inclusive of diversity. Your responses should consider the extent to which the balanced approach allows for differentiating teaching to meet the specific learning needs of students across the full range of abilities. This critical response is to be written in academic prose and not use first person pronouns (e.g. not use I think or I believe). Academic references are required in APA 7 format.

Part 2: Literacy Block 400 words

Select a Year level from Foundation to Year 3 inclusive, and plan a Literacy Block to support the development of reading and or writing skills related to one Content Descriptor. The Literacy Block is to engage the Six Repertoires of Reading and also include differentiation opportunities. Consider the length and duration of each activity, the placement of you as the teacher (assume no teachers assistant), the repetition (timetable) of the Literacy Block throughout a cycle (3-5 days).

Part 3: Rationale 300 words

In the rationale provide justification for the chosen activities in your literacy block and the correlation to the 6 Repertoires of Reading and differentiation opportunities afforded from the chosen activities. Identify the cycle of the block and the opportunities for assessing students development to allow for a student centered approach to learning.

This task addresses APST's: **2.1, 2.2, 2.5, 3.2, 3.3, 3.4, 5.1, 5.2**

Further information on task expectations and guidelines, templates and criteria sheets will be provided at Learning@Griffith.

Criteria & Marking:

- Knowledge and understanding of a balanced approach to the teaching of reading
- Reflection and critique of the implications for the teaching and learning of reading in relation to the selection of content, teaching and learning strategies, and diverse needs of students, supported by reference to academic literature
- Knowledge and understanding of how language is acquired and developed in the early years
- Understanding of teaching and learning strategies to support the development of reading and writing.
- Demonstration of personal literacy competencies suitable to the nature of the task

Resubmission:

Course Convenors, in consultation with the Program Director, are responsible for awarding students the opportunity to resubmit an assessment task. Students who achieve a mark within 45-49% will be granted the opportunity of five working days from return of the assessment task to resubmit for re-examination. Only one opportunity to resubmit the assessment task is to be awarded. Please refer to the University's Assessment Policy for further details regarding resubmission of assessment tasks.

Submission: Via the 'Assignments' tool in Learning@Griffith. Text Matching Tool - Turnitin. Submit online - information will be provided at Learning@Griffith. Students will receive feedback within 2 weeks of the submission date via L@G.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

5.3 Late Submission

For all courses (other than Honours Dissertation Courses): Refer to the [Assessment Procedure for Students](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is not available for this course.

Please see the [Assessment Procedure for Students](#) for more information.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's policies can be found in the [Griffith Policy Library](#).

Specific assessment policies include:

- [Assessment Policy](#)
- [Assessment Procedure for Students](#)

EDN School of Education and Professional Studies

Assessment Guidelines

The American Psychological Association Referencing Style (7th Edition) [APA 7] is the preferred standard for this course.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#). Links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Student Conduct Safety and Wellbeing](#)
- [Enrolment Policy](#)
- [Student Charter Framework](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedure](#)
- [Student Complaints Policy](#)
- [Students with Disabilities Policy](#)

Other Course Guidelines

Students should refer to the Learning@Griffith website for further information about this course.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Understand the conceptualisation of English as a school subject that integrates knowledge and understanding of language, literature and literacy.
- 2 Describe the nature of language acquisition and development, including phonological awareness, and its various forms and functions for early years of learning.
- 3 Develop an understanding of texts and the ability to recognise, interpret and apply codes and conventions that are specific to and/or shared across text forms and communication modes.
- 4 Identify, select and use teaching and learning strategies, assessment strategies, and resources to provide a learning experience for small groups with the purpose of instilling an appreciation of literature while developing language and literacy skills.
- 5 Adapt and reflect critically on personal literacy competencies and understanding of content knowledge of the Australian Curriculum: English.
- 6 Identify opportunities to embed Numeracy and Digital Literacies strategies that are applicable in the English curriculum.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES					
	1	2	3	4	5	6
Week 1 - Australian Curriculum English P-3 (Module)	●	●		●	●	●
Week 2 - Oral Language and Vocabulary and Fluency (Module)			●	●	●	
Week 3 - Phonological and Phonemic Awareness (Module)		●	●	●		
Week 4 - Letter Sound Knowledge and Phonics (Module)		●	●	●		
Vacation Week (Student)						
Week 5 - Reading Fluency and Comprehension (Module)			●	●	●	●
Week 6 - Writing Development in the Early Years (Module)		●	●	●	●	
Week 7 - Spelling (Module)		●	●	●	●	
3 Week Pre-Service Teaching Placement (Professional Experience)						
Week 12 - Assessment 2 Planning Documents (Module)	●	●	●	●	●	●
ASSESSMENT TASKS						
Assignment 1 Group Planning:	●	●	●	●	●	●
Assignment 2: Literacy Block	●	●	●	●	●	●

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•		
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians	•		
Effective in culturally diverse and international environments	•		