icte solutions AUSTRALIA

Australian

CURRICULUM CONNECT

Lesson plans, teaching strategies and resources.

Integrate Technology in the Classroom

English

Foundation Year

Aligned with the Australian Professional Standards for Teachers

What's Inside

NOTE TO THE READER

Integrating ICT into teaching and learning is not straightforward.

Today, it is not sufficient enough for teachers to simply expose students to ICT in the classroom in order to develop their ICT capability or ICT literacy. To effectively integrate ICT into classroom practices is not to wait for the next big technological development to come around. In fact it has nothing to do with technology itself. Teaching strategies are the key behind every successful integration of ICT.

ICT capability comprises of five crucial components and research has indicated that in successful schools teachers pay careful attention to these elements in a variety of contexts. Curriculum Connect will help you to prompt students to thing for themselves about how to apply ICT to a task, rather than dictating the ideas they are expected to employ.

As ICT integration is predominantly featured in the Primary levels of progression of the Australian Curriculum, the teaching strategies embodied within this resource will help Primary teachers ensure that their students progress confidently and competently to the level expected.

Literacy teaching in primary education plays a key role in the development of ICT capability. Through the use of generic ICT tools such word processing literacy can be enhanced if the teacher makes effective use of the provisionality inherent in ICT. There are close links between the ICT capability of a teacher to that of a student in literacy and numeracy teaching.

We have included these strategies in our NESA (formerly BOSTE) accredited online PD course "Primary Classroom Strategies: Develop Student ICT Capability Today". This is our most popular course with enrolments being taken every month. It is aligned with the Australian Professional Standards for Teachers 2.6.2 and 3.4.2 towards maintaining Proficient Level teacher accreditation and will contribute to 4 hours of PD. This teaching resource comes FREE with any enrolment!!

Your professional learning will not end here though. By subscribing to our monthly newsletter and visiting our website, you will be able to keep up-to-date with the latest news, ideas and strategies all to do with integrating ICT in the classroom. As a subscriber, you will enjoy loyalty rewards such as discounts to our online PDs.

This teaching resource is unique because it was written for **YOU**:
- **YOU** want to enhance student literacy with ICT;
- **YOU** are someone who sees the potential of students in your classroom;
- **YOU** want practical and immediately actionable advice on strategies;
- **YOU** want to meet the requirements of your National curriculum;
- **YOU** want to ensure progression in student capabilities in ICT;
- **YOU** integrate ICT a lot in your classroom practice;
- **YOU** would like to create opportunities for learning in lessons and;
- **YOU** are committed to following through with what you are about to learn.

This is why **YOU** are here!

We hope you enjoy this teaching resource and we look forward to helping you continue your professional learning in the future.

LESSON PLANS

The lesson plans which follow are derived from the context of the Australian Curriculum where the general capability - ICT Capability - is located. It is important to note, however, that within the curriculum there are in fact a number of ways to integrate ICT and teach ICT capability. The first is to do as such and use the opportunities presented. Secondly, if opportunities do not arise then teachers can create them themselves so long as the appropriate time arises and that suitable software is selected for student use. Please remember, that students will only develop their ICT capability if they are provided with the opportunities to use more *intellectually challenging content-free software* such as word processors, coding programs, databases and graphic and graphing programs where the students' level of *decision-making and control is high*.

ICT Capability in the Australian Curriculum Context
In the Australian English Curriculum for this particular year level, students are created to *Create* and *Construct* text in the following context.

- Imaginatively (narrative);
- Informatively.

Literacy Development
The lesson plans included in this teaching resource only cover the ICT capability context of literacy development. Therefore, it is ***important that before implementing these in the classroom that you do further literacy activities and development based on the context provided in the Australian Curriculum.*** Lesson plans here can be implemented to further develop student literacy with the use of ICT at the completion of previous excercise and only when the teacher deems that the student has progressed to the level required and set by the work program devised.

How to use the Activity Planning Sheets
Planning and assessment are so closely related that is best that they are addressed together. As assessment is closely linked to forward planning, we have put together activity planning sheets that will not only save you time in your planning but also ensure that each aspect supports the other.

An activity planning sheet sets out what to look for in a student's work as well as specifying the nature and purpose of the activity. Records like this can be used:

- By principals, deputy principals and ICT coordinators to monitor the implementation of ICT across the school;
- To assist the teacher in future planning;
- To inform the teacher of the next year group of what has been covered;
- To inform supply teachers;
- To show any discrepancies between what was taught and what was actually planned.

DATE:	**SUBJECT:** ENGLISH

Curriculum Context: Retelling a story

AUSTRALIAN CURRICULUM LINK

Language – **Text structure and organisation**

ACELA1433 - Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality

*Elaboration***:** Learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu

ICT Capability Element: Managing and operating ICT
Select and use hardware and software

Identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	

Literacy – **Creating text**

ACELY1654 - Construct texts using software including word processing programs.

Elaboration: Using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu.

ICT Capability Element: Managing and operating ICT
Select and use hardware and software

Identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	

PREVIEW LESSON

In the previous lesson, students invented a new story for their favourite character of a text they just heard. They drafted the story on paper and some drew a picture to accompany it.

LESSON OVERVIEW

In this lesson, the students who have completed their story of their character can type it using the word processing software MS Word on the computer. Once finished they can then illustrate it using the Shapes tools. I will structure the activity which I will put on the screen, in a way that will stimulate thinking about choice of ICT tools. Students will discuss and compare features and functions of the available software and learn what ICT and where and why it is used in places.

LEARNING NEEDS OF THE STUDENTS

For ICT: Most students will need to know their passwords and usernames in order to log into the computer. They will need experience in opening the software and saving a document in addition to using the mouse and keyboard.

For English: The aim of the lesson is to back up on their written story by practicing their literacy skills through typing using a word processor. They will be able to make changes to their text if spelling mistakes are made and understand how this changes the face of text. Also they will need to understand the concepts between print and screen.

Delivering the Lesson

Pre-Lesson

In order to be able to determine the existing ICT capability of students in the classroom, a pre-lesson should be planned where you will monitor and observe their interaction and progress with MS PowerPoint to-date.

The information you gather will be essential and needs to be taken into account otherwise your planning will be, at best, ineffective and, at worst, potentially counterproductive.

Have a checklist handy that lists a number of basic ICT techniques using the software. Leave additional spaces for any new ICT techniques that you may see students use and check them off against each individual students' name.

Beginning of lesson	- Explain to students that in this lesson they will continue to improve their writing by redrafting their work on their favourite character using ICT; - Discuss how ICT can be used to improve our communication with other people; - Have a whole-class discussion about what ICT is and where they might have seen people using it before. It might be at home or at school.
Introduction	- Continue the whole-class discussion about how ICT can be categorised into two areas – hardware and software; - Talk about how software is an ICT tool that many people use and instructs the computer to do what you want. - Ask the students if they have ever heard of that term before; - Based on their answers, explain how many different types of software exists for different purposes. For example, the that a doctor would use would be different to that of a teacher at school; - Explain how there are software that is commonly used by everyone. Provide examples of software at school or in the classroom.
Body	In this part of the lesson, you need to further develop student autonomy in the selection of ICT tools and resources. - Choose two examples of software that students would likely used in this age group. For example, presentation software and word processing software; - In a whole-class discussion, go through the differences between both in terms of what they can do and how it can be done; - Discuss the features and functions of both; - Ensure that you highlight their purposes whilst you are pointing out these features; - Ask students if they know of other programs on the computer at school or home. (continued on next page)