icte solutions AUSTRALIA

Australian Curriculum Connect

Lesson plans with ICT teaching strategies and resources.

Narrative and Informative Text

English

YEAR 1

Aligned with the Australian Professional Standards for Teachers

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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 A***ustralian 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.

HOW YOU SHOULD USE THIS BOOK?

The Australian Curriculum general capability – ICT – lies within key Learning Areas and teachers are encouraged to teach this 21st century skill to the extent that is incorporated. This book was developed in order to help Primary teachers exploit the full potential of ICT in literacy teaching by effectively using key ICT teaching strategies to ***teach ICT capability***.

Research (Kennewell et al., 2000) indicates that the extent that to which ICT has been used effectively to support the development of literacy and numeracy, depends to a large extent on the teacher's own capabilities in ICT and in literacy and numeracy teaching. The ***ICT teaching strategies*** included in this teaching resource have been derived from the most ICT capable classrooms today and are there to boost the ICT capability of the teacher.

Therefore, this book begins by highlighting what the ***teacher competencies in ICT*** are for the particular lessons provided for the year level and ICT activities. Teacher knowledge of ICT resources plays a crucial role and it is imperative that before embarking on implementing the included lesson plans, to read through this section first in order to ensure that you are fully prepared and capable to integrate ICT in the lesson.

As the title of this teaching resource suggests, the lesson plans are based on the context of the Australian Curriculum that connects to ICT capability development. For your convenience, ***curriculum maps*** are provided so to enable you ease in linking the activities appropriately to the national requirements for student learning.

The background information on the ICT teaching strategies should provide you with practical and immediately actionable advice on the best teaching practices for your classroom and are incorporated into the ***lesson plans*** and the ***procedures*** provided on ***delivering the lesson***.

Completing the lesson plans in the book will help Year 1 Primary teachers facilitate student capabilities in ICT. The core curriculum requirements are but not limited to the following.

Language Sub-strand	ACELA1450 - Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links.
Literature Sub-strand	ACELT1586 - Recreate texts imaginatively using drawing, writing, performance and digital forms of communication.
Literacy Sub-strand	ACELY1661 - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams.
	ACELY1664 - Construct texts that incorporate supporting images using software including word processing programs.

Australian Curriculum - Year 1 English ICT Capability and Literacy

Suggestions for student ICT activities covering the above requirements have been made. However, they may be adapted to suit the learning needs of the students in the class.

As stated by Kennewell et al. (2000, p14) "the issue of ICT capability development is best seen as part of

a holistic, continuous approach to improvements in teaching and learning." The ideas set out in the context of this book in relation to ICT capability development may be adapted and extended for the curriculum as a whole.

Classroom management strategies should also be noted when delivering a lesson that involves the use of ICT. Many classrooms today use laptops, tablet computers such as iPads and have at their disposal two or more computers. Literacy classes may also be undertaken in computer labs so there is advice on management student use of these ICT tools and resources.

ICT is a great resource that allows for the full inclusion of the classroom. ***Special education needs students*** represent a significant part of the ICT capable classroom. Your responsibility should be to provide an inclusive technology-rich learning environment so we have informed you about the implications for ICT provision.

The ***organisation of a classroom*** can contribute to the development of student ICT capability. So it is essential that computers and other ICT tools and resources are placed in a room to maximise the opportunities for curriculum activity. If the ICT activities are well planned, good ICT work can be achieved with even or two computers per class.

In the appendices, there have been added ***formative method assessment recording sheets*** to be of aid to you when determining the ICT capability of students throughout this process.