

Australian CURRICULUM CONNECT

Lesson plans with ICT teaching strategies and resources.



English

YEAR 4

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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 think 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.

HOW TO USE THIS BOOK?

The contents and strategies encompassed in this book support the *Australian Curriculum Year 4 English* context where ICT capability as a general capability or 21st century skill is encouraged to be taught alongside Literacy learning in the classroom (see table below).

STRANDS	DESCRIPTION
Language	ACELA1793 - Identify features of online texts that enhance readability including text, navigation, links, graphics and layout. ACELA1496 - Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts.
Literature	ACELT1603 - Discuss literary experiences with others, sharing responses and expressing a point of view. ACELT1794 - Create literary texts by developing storylines, characters and settings.
Literacy	ACELY1692 - Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ACELY1694 - Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features. ACELY1697- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.

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**.

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.

WHAT YOU SHOULD KNOW - TEACHER COMPETENCE

Teacher competence in ICT plays a crucial role in the development of student ICT capability. Studies have indicated that the “extent to which ICT was effectively to support the development of literacy and numeracy depended to a large extent on the teacher’s own personal capabilities in ICT and in literacy and numeracy teaching” (Kennewell et al., 2000, p.105). It is important to note that in such studies it was also revealed that where teacher’s capabilities in ICT were lacking, in most cases there was a haphazard effort in the development of student ICT capability.

Integrating ICT into teaching and learning is not straightforward. The following information will help you build on your own ICT capability in terms of providing you with key knowledge to do with what you need to know about specific ICT tools and resources in addition to the level of progression students are expected to achieve in this year level. All can be implemented in the spirit of structured literacy teaching.

Integrating ICT into teaching and learning is about exploiting the here and now of the available technology in the classroom and not waiting for the next big technological development to come along and solve your ICT problems. The Australian Curriculum encourages Primary teachers in particular to implement this key strategy into their teaching practices.

According to the Australian Curriculum (2018):

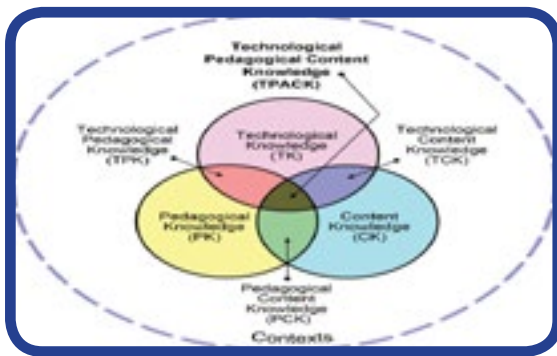
“ICT capability is an important component of the Australian Curriculum: English. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, and collaborate and communicate with others electronically. In particular, they use ICT to access, analyse, modify and create hybrid, digital and multimodal texts, using digital publishing.”

“As students interpret and create digital texts, they develop their capability in ICT including word processing programs and other software, navigating and following research trails and selecting and evaluating information found online.”



DEVELOPING STUDENT ICT CAPABILITY

While there are many other ICT tools and resources it is vital to note that the above resources are more suitable for the development of ICT capability. The reason is such that they provide students with a tool for learning. Tool software can be used in many different ways, but the most important part about them is that they provide the students with almost complete control and are intellectually challenging. As a result, the level of decision-making which builds on their higher order skills is high. This has implications on you as a teacher in planning work and organizing ICT activities. Therefore, it is important that you have a clear idea as to the ways in which the skills and techniques are developed.



TPACK FOR LITERACY

With the arrival of the ‘new literacies’ such as digital literacy and information literacy, it will be important that you are up-to-date about knowing how and when to use ICTs that help guide the development of reading and writing skills in all current digital formats. To implement your TPACK planning, consider how ICT tools enhances and help accomplish the goals and objectives of writing. For example, if you were teaching a lesson about writing stories you could consider having the students use a digital medium, such as a video, audio or presentation software, to tell their stories. Here is what you need to challenge yourself to do:

Content Knowledge

- Must now think in terms of graphic and visual literacy as well as reading and writing literacy: Students today and the future will need to be proficient in using ICTs that allow them to read and search content in documents. They also need to know how to interpret and produce communication in video and images in addition to text form;
- Ensure that you are familiar with these new skills.

Pedagogical Knowledge

Acquire new pedagogical knowledge and skills in addition to being able to create new strategies to meet the special needs of an increasingly diverse population.

Technological Knowledge

- Become proficient in the new ICT tools and resources that both help define literacy in the 21st century.
- Make possible strategies to teach these new literacies.



TEACHER KNOWLEDGE OF ICT TOOLS

It is more important for you to be knowledgeable about one program that your students will use than it is to have an acquaintance with a large number. This won’t hamper their development in ICT capability as it is better for them to work with a small number versatile programs and to progressively develop their skills and confidence in these through carefully structured ICT activities. Being familiar with a program will help you to identify when students may encounter a problem and enable you to plan for strategies to overcome them. Also, it will allow you to identify when students are ready to move onto a new feature or to use the software for a more demanding task (Kennewell et al, 2000).