

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: ENGLISH CURRICULUM 1

Unit ID: EDBED3030

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDDDE3009)

ASCED: 070301

Description of the Unit:

This unit is designed to enhance knowledge and skills related to the effective teaching of English in secondary schools. It begins with the examination of personal learning experiences and theoretical perspectives and debates about the purposes of the subject. PSTs will learn about the dynamic nature of literacy and language and will be inspired to teach a range of diverse literary texts. PSTs will learn how to plan, structure and sequence English lessons and to use a range of teaching strategies, resources and assessment approaches to foster the active participation and engagement of all secondary students. PSTs will learn how to develop school students as competent and skilled readers and writers able to participate in conversations about texts.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine the history of English, personal experiences related to the subject, and contemporary views about the practice of teaching English in secondary school contexts.
- K2.** Interrogate the changing, contested, cultural, social and situated nature of language use, literacy and literary experiences.
- K3.** Identify what effective English teachers know and do in relation to teaching approaches, lesson and curriculum design, text selection, communication and assessment.
- K4.** Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies relevant to teaching English in years 7-10
- K5.** Examine the dynamic process of reading and pedagogical approaches which enhance metacognition, reading skills, critical analysis, attitudes to reading, and strategies.
- K6.** Examine the processes of writing for different audiences and purposes, how to support students to effectively construct different text types, and to understand the connections between writing, reading, speaking and listening.
- K7.** Know and understand literacy and numeracy teaching strategies and their application in English.
- K8.** Explore a range of resources including ICT and multi-modal texts in English with a focus on critical literacy and creativity to engage students in their learning
- K9.** Explore personal practical theories related to the teaching and learning of language, literacy and literature.
- K10.** Examine the role of social and collaborative interactions in English and ways to foster substantive conversations.

Skills:

- S1.** Reflect on the practice of teaching English, using the writing process to make meaning and drawing strategically upon feedback, dialogue and observations.
- S2.** Collect, use and evaluate strategies and resources related to the effective, inclusive teaching of reading, writing, speaking and listening.
- S3.** Design engaging, challenging curriculum that enhances learning and is in line with curriculum policies.
- S4.** Read, critique and respond to various research texts related to the teaching of secondary school English.
- S5.** Use research and data analysis skills to examine students learning, reflect on teaching and suggest next steps.
- S6.** Develop interpersonal and communication skills and the capacity to offer feedback to students and colleagues.
- S7.** Pursue personal interests related to teaching English and model curiosity and problem-solving capacities.
- S8.** Actively participate in professional dialogues and debates about the teaching of English.

Application of knowledge and skills:

- A1.** Create a written journal over time to demonstrate ability to reflect on learning and teaching experiences, make theory/practice connections, communicate using a range of visual and verbal sign systems, record observations, develop and explore teaching ideas, question assumptions, and self-evaluate.
- A2.** Construct an essay to examine theoretical ideas and practical issues related to an aspect of literacy learning and reflect on the implications for personal practice.
- A3.** Design, teach and analyse a creative writing lesson applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.

Unit Content:

Topics to be covered

- The nature of the subject English, its history, our personal experiences of English, and the debates surrounding its purpose.
- What do effective English teachers know and do: an examination of narratives, research and classroom practices.
- Explore the concepts, substance and structure of the content of English curriculum.
- Planning lessons and designing curriculum with a focus on identifying learning goals and success criteria, phases of learning, feedback and assessment strategies and catering for diverse learners and backgrounds.
- The changing, complex conceptualisation of literacy: research, tensions and frameworks to inform teaching.
- Writing for different purposes and audiences and teaching strategies for enhancing writing skills, spelling and the construction of a range of text types.
- Teaching and assessing creative writing with a focus on enhancing imagination, conferencing and formative assessment.
- Understanding readers and reading including strategies for enhancing skills, strategies, engagement and positive attitudes.
- Choosing, interpreting and responding to a range of literary texts including the examination of metalanguage.
- Teaching grammar and the linguistic structures and features of texts.
- Oral communication skills and the use of substantive conversations to enhance learning.
- Select a range of resources, including ICT, that engage students in their learning.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K8, K9, K10 S1, S4, S6, S7, S8 A1 APST 2.1. 3.3, 3.4, 3.5, 4.1, 5.1	Create a written journal over time to demonstrate ability to reflect on learning and teaching experiences, make theory/practice connections, communicate using a range of visual and verbal sign systems, record observations, develop and explore teaching ideas, question assumptions, and self-evaluate.	Learning Journal	20-30%
K1, K2, K3, K4, K5, K6, K7, K8 S4, S7, S8 A2 APST 2.1, 2.5. 3.3, 3.4, 4.1, 5.1	Construct an essay to examine theoretical ideas and practical issues related to an aspect of literacy learning and reflect on the implications for personal practice.	Essay	30-40%
K1, K3, K4, K5, K6, K7, K10 S1, S2, S3, S5, S6 A3 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and analyse a creative writing lesson, or component of a lesson, applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.	Performance assessment task	40-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
4. Create and maintain supportive and safe learning environments		

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced