



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ENGLISH CURRICULUM 2
Unit ID:	EDBED3130
Credit Points:	15.00
Prerequisite(s):	(EDBED3030)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3021 and EDDDE3109)
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 has a particular focus on the teaching of secondary English. PSTs will learn how to design curriculum and assessment at a secondary level related to the required knowledge and skills for teaching English. PSTs will learn to use a range of teaching strategies, resources and assessment approaches that help students to be skilled readers and writers able to participate in substantive conversations.

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"/>					

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Understand the English secondary curriculum and the knowledge and skills that are taught and assessed in English.
- K2.** Analyse the constructed nature of media texts and the use of persuasive language with a focus on implications for teaching and learning in English.
- K3.** Examine a range of teaching approaches for closely reading, comparing, interpreting, critiquing and responding to texts.
- K4.** Identify the oral skills required by students to effectively present understandings to diverse audiences.
- K5.** Examine a range of teaching and assessment approaches for actively engaging diverse students in learning English.
- K6.** Identify approaches for building vocabulary and using metalanguage in English.
- K7.** Identify and use a range of resources, as well as professional networks to support the effective teaching of English.

Skills:

- S1.** Demonstrate lesson planning and curriculum design skills drawing upon curriculum policy and focusing on engaging and assessing diverse learners.
- S2.** Set challenging learning goals for students.
- S3.** Use a range of assessment approaches to examine students learning, reflect critically on teaching, suggest next steps and provide constructive, timely feedback to students.
- S4.** Collect, use and evaluate strategies and resources related to the effective, inclusive teaching of reading, writing, speaking and listening.
- S5.** Select, read, critique and respond to various texts that could be the focus for learning in English.
- S6.** Reflect critically and imaginatively on the practice of teaching English from years 7-12, drawing strategically upon feedback, dialogue and observations.
- S7.** Develop interpersonal and communication skills.

Application of knowledge and skills:

- A1.** Design, teach and critically evaluate a lesson which has a focus on reading applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.
- A2.** Design a sequence of lessons with a focus on analysing and presenting arguments and including a personal reflection on learning.
- A3.** Participate in an online Text Club focusing on texts selected for junior, middle and senior students and focusing on analysis and critique, reading strategies, teaching ideas, resources (including the use of technology) and learning and assessment tasks.

Unit Content:

Topics may include

- Understanding the English curriculum and using it as the basis for curriculum planning, sequencing

learning experiences and creating assessment tasks.

- Using a range of resources to support the teaching of English.
- Analysing persuasive language used in media texts, presenting arguments and building students critical and analytical thinking skills.
- Reading and responding to texts in secondary English and catering for diverse learners.
- Reading and comparing texts and constructing written responses.
- Building students vocabulary, spelling and use of metalanguage.
- Using ICT as a tool for learning in English

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, K3, A2	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S5, S6, A1	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K6, A3	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S7	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S5	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K3, K6, K7 S1, S4, S5, S6, S7 A1 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and evaluate a lesson, which has a focus on reading applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies and policy knowledge.	Performance Assessment Task	30-40%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7 S1, S2, S4, S5, S6 A2 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4. 4.1, 4.2, 5.1	Design a sequence of lessons with a focus on Analysing and Presenting Arguments in English at one year level (Year 7-10) and which includes teaching strategies, which cater for diverse learners, resources (including the use of ICT), assessment approaches, and a personal reflection on learning.	Curriculum Design	30-40%
K1, K3, K4, K5, K6, K7, S4, S5, S6, S7 A3 APST 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Participate in an online Text Club focusing on texts selected for junior, middle or senior students focusing on analysis and critique, reading strategies, engaging teaching strategies, resources (including the use of technology) and learning and assessment tasks.	Online Text Club	30-40%

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