# Course Outline (Higher Education)

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|---|---|
| **School:** | School of Education |
| **Course Title:** | ENGLISH CURRICULUM 2 |
| **Course ID:** | EDBED3130 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | (EDBED3030) |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (EDBED3021 and EDDDE3109) |
| **ASCED:** | 070301 |

**Description of the Course :**

This course 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, etc.)

**Supplementary Assessment:**  Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | | | | | | |
| 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.

**Course 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

**Values:**

**V1.** Appreciate and respect the variety of languages, literacies and experiences students bring to English classrooms.

**V2.** Engage with and respond to the variety of text types that can be examined and produced in English classrooms.

**V3.** Value the centrality of relationships to learning.

**Graduate Attributes**

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

| Graduate attribute and descriptor | | Development and acquisition of GAs in the course | | | |
|---|---|---|---|---|---|
| | | Learning Outcomes (KSA) | Code A. Direct B. Indirect N/A Not addressed | Assessment task (AT#) | Code A. Certain B. Likely C. Possible N/A Not likely |
| 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 | A | AT2 | A |
| 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 | A | AT1 | A |
| 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 | A | AT3 | A |
| 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 | A | AT3 | A |
| 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 | A | AT1 | B |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Learning Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K2, K3, K6, K7, K8 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% |
| K1, K2, K3, K4, K5, K6, K7, K8 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

## 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<br>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<br>Organise content into an effective learning and teaching sequence. | Yes | Advanced |
| 2.3 Curriculum, assessment and reporting<br>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | Yes | Advanced |
| 2.5 Literacy and numeracy strategies<br>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<br>Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Yes | Advanced |
| 3.2 Plan, structure and sequence learning programs<br>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Yes | Advanced |
| 3.3 Use teaching strategies<br>Include a range of teaching strategies. | Yes | Advanced |
| 3.4 Select and use resources<br>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | Yes | Advanced |
| 3.5 Use effective classroom communication<br>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