



Course Outline (Higher Education)

School:	School of Education
Course Title:	ENGLISH CURRICULUM 1
Course ID:	EDMAS6009
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
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 begins with the critical 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 perceptive and skilled readers and writers able to participate in substantive conversations about texts.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Program Level:

Level of course in Program	AQF Level of Program					
	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.** Critically 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.** Understand contemporary curriculum, assessment and reporting policies relevant to teaching English from 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, teaching strategies to support students to effectively construct different text types, and to understand the connections between writing, reading, speaking and listening.
- K7.** Identify a range of effective learning, thinking, teaching and literacy strategies related to English and which support inclusive participation and engagement.
- K8.** Analyse the use of ICT and multi-modal texts in English with a focus on critical literacy and creativity.
- K9.** Articulate 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 critically and imaginatively 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 (including ICT) related to the effective, inclusive teaching of reading, writing, speaking and listening.
- S3.** Design engaging, challenging curriculum and assessment approaches that enhance learning and are in line with personal theories and 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 critically on teaching and suggest next steps.
- S6.** Use interpersonal and communication skills to provide clear directions to students and to offer feedback to learners and colleagues.
- S7.** Pursue interests related to teaching English and model curiosity, leadership, resilience and problem-solving capacities.
- S8.** Actively participate in professional dialogues and debates about the teaching of English.
- S9.** Adapt curriculum for a wide range of abilities, skills and interests and be inclusive of all students.

Application of knowledge and skills:

- A1.** Create a written journal over time to demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of English.
- A2.** Construct an extended 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 critically analyse a creative writing lesson applying planning skills, content knowledge, pedagogical understandings, effective teaching strategies, assessment strategies and policy knowledge.

Course Content:

- 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.
- 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 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 teaching 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.

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

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, 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 knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of English.	Learning Journal	30-40%
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 extended 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, K5, K6, K7, K 10 S1, S2, S3, S5,S6, S9 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 critically analyse a creative writing lesson applying planning skills, content knowledge, pedagogical understandings, effective teaching strategies, assessment strategies and policy knowledge.	Teaching Performance	30-40%

Adopted Reference Style:

APA

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