

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ENGLISH CURRICULUM 1
Unit ID:	EDMAS6009
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

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, including multimodal and digital 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

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"/>				
Intermediate	<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, including curriculum capabilities.
- K5.** Examine the dynamic process of reading and pedagogical approaches which enhance metacognition, reading skills, critical analysis, imaginative responses and attitudes to reading.
- 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 with attention to the Ethical Capability in the Victorian Curriculum.
- S9.** Adapt curriculum for a wide range of abilities, skills and interests and be inclusive of all students.

Application of knowledge and skills:

- A1.** Reflect new understandings in a critical and creative journal.
- A2.** Create and teach a creative writing lesson within attention to teaching strategies and assessment.

Unit 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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K3, K7, K10 S1, S6, S8	AT2
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K3, K9, K10 S6, S8	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K4, K5, K6 S1, S3, S4, S5, S7, S8, S9	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K5, K8, K10 S2, S8	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, K2, K4, K7 S8, S9	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8, S9, APST 2.1, 2.5, 3.3, 3.4, 3.5, 4.1, 5.1	Create a written journal over time to demonstrate knowledge and understanding of theoretical concepts, curriculum content, and teaching strategies in English, reflecting on implications for personal practice.	Learning Journal	40 - 60%
K3, K6, K7, K9, K10 S3, S5, S6, S7, S9 APST 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 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, including the use of mentor texts, assessment strategies and policy knowledge.	Teaching Performance	40-60%

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](#)