Subject Title:	English Secondary Curriculum 2		
Subject Code:	EDU4EN2	Credit Points:	15
Teaching Period:	Semester 2	Mode:	Blended
Prerequisite:	NA	Level:	4

Subject Description:

In this subject knowledge and skills are developed about pedagogical content knowledge, planning, implementation, assessment and reporting, and reflection. The emphasis is on effective teaching and learning within an Australian context for senior school English, generally Years 11-12, with a particular focus on the Victorian Certificate of Education, drawing upon the examples of current curriculum and professional frameworks.

Pre-service teachers consider, demonstrate and reflect upon a professional understanding of teaching method-specific concepts, issues and developments, external and internal assessment requirements and practice, safety and legal responsibilities, application of learning technologies, audio-visual materials and resources.

Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers

Upon successful completion of this subject, you will be able to:		Australian Professional Standards for Teachers
1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of English Education, and an in-depth understanding of how senior students learn in English Language, Literature and Literacy and take that learning into their post-school lives.	1.2, 2.1,
2	Critically analyse, plan and synthesise a range of learning and teaching activities and sequences for senior secondary school students (Years 11-12) in English Language, Literature and Literacy, which involve a variety of pedagogical approaches and resources (including safe and ethical use of resources including ICT) appropriate to state and national curricula	1.2, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 4.4, 4.5
3	Describe, design, and evaluate a unit of work involving a variety of teaching strategies which cater for individual differences in student learning across the full range of abilities, and integrate general capabilities, integrates literacy and numeracy capabilities and cross curriculum priorities in English Education.	1.5, 2.4, 2.5, 2.6, 3.3, 4.1, 5.3, 5.4,
4	Examine the relationships between assessment, feedback and reporting, learning task design, student engagement and understanding in English Language, Numeracy and Literacy, and apply to the development and modification of curriculum documents, while observing the requirements of the VCE.	2.3, 3.6, 5.1, 5.2,

Assessment:

Assessment Summary		Word Count Equivalence	%	APST
1	Critical consideration of multi-modal/digital resources and pedagogy	1250	30	1.2, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.3, 5.4
2	Curriculum based pedagogical practice – unit of work	1500	40	1.1, 2.1, 2.3, 3.2, 5.2
3	Reflective Statement of Personal Pedagogy	1250	30	1.5, 3.6, 7.2

Assessment Details (including Assessment Criteria)	

1	**Assessment Task 1 – Critical consideration of multi-modal/digital resources and pedagogy**
	
	 Pre-service teachers will choose one of the three main English subjects offered under the VCE (i.e. English, Literature and English Language) and explore the potential for the use of multi-modal forms and technologies in the teaching and learning of that subject.
	
	 They will present a report explain how they would see current practices developed and affected by the use of text forms, resources and activities in digital and other non-traditional forms, with emphasis on:
	
	     a. Study design requirements for topics
	     b. Text options and possibilities
	     c. Pedagogical adaptations and possibilities
	     d. Multi-literacies and expertise required
	     e. Accessibility and equity
	     f. Assessment and reporting
	
	 Assessment Criteria:
	
	 1. Selection and explanation of multi-modal resources in relation to specific pedagogical approaches for VCE English.
	 2. Planning for contribution to student learning, including relation of effective use of multimodal forms and technologies to achievement of learning intentions
	 3. Demonstration of strategies for use of selected resources in classroom
	 4. Conventions of academic writing.

2	**Assessment Task 2 – Curriculum-based pedagogical practice – Unit of Work** Pre-service teachers will choose a SAC question/task listed for one of the three main English subjects offered under the VCE (i.e. English, Literature and English Language) and prepare a four week unit of work leading to that assessment. This unit of work is to include an overview plan for the unit, at least two detailed lesson plans representing key points in the unit sequence, reference to at least one formative assessment task prior to the final SAC process, a clear orientation to requirements of the VCE Study Design, and an explanation of how allowance for student diversity may be included. The final SAC task will be detailed and criteria for its selection and assessment explained. Assessment Criteria: 1. Research and use of resources, including academic resources and relevant VCE English study design statements. 2. Planning for application of strategy, including explanation of learning intentions

	3. Demonstration of selected strategies in set lessons 4. Conventions of formal lesson planning and academic writing.
3	**Assessment Task 3 - Reflective Statement of Personal Pedagogy** In this Assessment Task, pre-service teachers will reflect critically on their understanding of the balance in senior school pedagogy between preparing students for formal examination (e.g. VCE, ATAR, university entrance etc.) and for the literacy and numeracy demands of adult life (vocational language, life-long learning etc.). They will submit a formal essay that explains that understanding, drawing on issues raised through the modules, observations from professional experience placement, and personal research of commentary. Assessment Criteria: 1. Statement of pedagogical issues, critically reflecting on relevant socio-educational philosophies and English curriculum statements. 2. Integration of course and professional experience placement materials, topics and experiences 3. Conventions of academic writing and referencing.

Learning Resources

Required Texts

1	None specified

Recommended Reading

1	http://www.vcaa.vic.edu.au/Pages/faqs/vce.aspx Julia Klug, Noreen Krause, Barbara Schober, Monika Finsterwald, Christiane Spiel. (2014). How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. *Teaching and Teacher Education. 37.* pp. 119-129
2	VCE Study Design English 1 & 2 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/englishealunits1and2.aspx VCE Study Design English/EAL 3 & 4 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx Davies, Larissa McLean. (2009). Building Bridges: Classic Australian Texts and Critical Theory in the Senior English Classroom. *English in Australia, 44*(2). pp. 7-15.
3	VCE Study Design Literature 1 & 2 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx VCE Study Design Literature 3 & 4 - http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx Mary Weaven & Tom Clark. (2011) Evolution and Contingency: Poetry, Curriculum and Culture in Victoria, Australia*. Changing English: Studies in Culture and Education. 18*(1). pp. 75-84.
4	VCE Study Design English Language - http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx
5	VCE past examinations and examiners' reports - http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx
6	VCAL Curriculum Resources - http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx
7	Chris Davison. (2005). Learning your lines: Negotiating language and content in subject English. *Linguistics and Education. 37*(2). pp. 219-237

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Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Senior English in the curriculum	**Learning Focus:** Structure and expectations of VCE Alternative school programs and pathways Principles of adult and lifelong learning **Student activity:** • Reading course notes and set articles on key topics **Readings:** VCE FAQs and introduction - http://www.vcaa.vic.edu.au/Pages/faqs/vce.aspx Julia Klug, Noreen Krause, Barbara Schober, Monika Finsterwald, Christiane Spiel. (2014). How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. *Teaching and Teacher Education. 37.* pp. 119-129
2 and 3	VCE English	**Learning Focus:** Rationale for study Themes Texts and resources **Student activity:** • Reading course notes and set articles on key topics **Readings:** VCE Study Design English 1 & 2 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/englishealunits1and2.aspx VCE Study Design English/EAL 3 & 4 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx Davies, Larissa McLean. (2009). Building Bridges: Classic Australian Texts and Critical Theory in the Senior English Classroom. *English in Australia, 44*(2). pp. 7-15.
4 and 5	VCE Literature	**Learning Focus:** Rationale for study Themes Texts and resources **Student activity:** • Reading course notes and set articles on key topics **Readings:** VCE Study Design Literature 1 & 2 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx VCE Study Design Literature 3 & 4 - http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx Mary Weaven & Tom Clark. (2011) Evolution and Contingency: Poetry, Curriculum and Culture in Victoria, Australia. *Changing English: Studies in Culture and Education. 18*(1). pp. 75-84.
6 and 7	VCE English Language	**Learning Focus:** Rationale for study

		Themes Texts and resources Student activity: • Reading course notes and set articles on key topics Readings: VCE Study Design English Language - http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx
8 and 9	VCE assessment models and structures	Learning Focus: SACs and formal examination, examiners' reports Moderation processes Student activity: • Reading course notes and set articles on key topics Readings: VCE past examinations and examiners' reports - http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx
10 and 11	VCAL, VET and vocational language	Learning Focus: Rationale for study Themes Texts and resources Student activity: • Reading course notes and set articles on key topics Readings: VCAL Curriculum Resources - http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx
12	Extension options in Senior English	Learning Focus: Alternative study frameworks (e.g. International Baccalaureate) EAL learners Formal examination vs Lifelong learning Student activity: • Reading course notes and set articles on key topics Readings: Chris Davison. (2005). Learning your lines: Negotiating language and content in subject English. *Linguistics and Education. 37*(2). pp. 219-237

Assessment	
Assessment Task No.	**Description of task:**
1	Critical consideration of multi-modal/digital resources and pedagogy
APST	**Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed**
1.2, 2.6, 3.4, 6.4	Taught: • Modelling of online pedagogies, and of multimodal activities, in the overall subject delivery format • Consideration of text formats, including strengths, limits and literacy requirements in weeks 2, 3, 4, 6, 8, 9, 10 and 11. • Consideration of adaptation of, and options for, classroom strategies in Weeks 2, 3, 4, 6, 8, 9, 10 and 11. Practised: • Engagement with online and multimodal activities and tasks throughout the subject Assessed: • Demonstration of selection, strategies and critiquing of multimodal resources in this assessment task • Consideration of pedagogical implications for student learning, and awareness of social issues in use, of multimodal and emerging technologies in this assessment task
Assessment Task No	**Description of task:**
2	Curriculum-based pedagogical practice – Unit of Work
APST	**Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed**
1.1, 2.1, 2.3, 3.2, 5.2	Taught: • Regular reference to, and focus on, formal curriculum statements at state and national levels in the modules • Regular reference to learning options, styles and suggestions throughout the topics and weeks • Specific references to study design requirements and structures in Weeks 2, 3, 4, 6, 8, 9, 10 and 11. • Week 5 and 6 on assessment options and procedures Practised: • Engagement with module activities, particularly in Weeks 2, 3, 4, 6, 8, 9, 10 and 11. Assessed: • Satisfaction of the assessment criteria for this task
Assessment Task No	**Description of task:**
3	Reflective Statement of Personal Pedagogy
APST	**Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed**
1.5, 3.6, 7.2	Taught: • Week 1 consideration of senior secondary school learning, and relation to lifelong learning • Week 7 consideration of alternatives to VCE structure • Integration of personal observations and judgements through all modules Practised: • Selections and judgements made in topics throughout the modules • Reflection on Professional Experience in relation to module topics Assessed: • Satisfaction of the assessment criteria for this task