

Subject Title:	English Secondary Curriculum 1		
Subject Code:	EDU4EN1	Credit Points:	15
Teaching Period:	Semester 1	Mode:	Blended
Prerequisite:	NA	Level:	4
Subject Description:			
<p>In this subject, the emphasis is on effective teaching and learning of English Language, Literature and Literacy in an Australian context for students in the junior and middle years of secondary school (Years 7-10), drawing upon the expectations and structures of current curriculum and professional frameworks. This unit is designed to establish a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, content knowledge, planning, classroom implementation, assessment and reporting, and reflection.</p> <p>Pre-service teachers consider, demonstrate and reflect upon the application of method-specific concepts, issues and developments, inclusive practice, safety and legal responsibilities, and the application of current and emerging learning technologies in their teaching. They explore the use of text and multi-modal materials in the evaluation, design and implementation of learning activities and resources that are responsive to the needs of diverse learners.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:			APST
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 students learn in English Language, Literature and Literacy	1.2, 2.1,	
2	Critically analyse, plan and synthesise, and implement a range of learning and teaching activities and sequences for junior and middle secondary school students 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 a range of abilities, integrate literacy and numeracy capabilities and integrate capabilities and priorities of state and national curricula in English Education at secondary school level.	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 their knowledge and skills in English Language, Numeracy and Literacy, and apply to the requirements of curriculum documents.	2.3, 2.5, 3.6, 5.1, 5.2,	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Evaluation of Teaching Resources	1250	30	1.2, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4
2	Topic-based Unit of Work	1500	40	1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 5.1, 5.5
3	Reflective Statement of Personal Pedagogy	1250	30	1.1, 3.1, 6.1, 7.1
Assessment Details (including Assessment Criteria)				
1	<p>Evaluation of Teaching Resources</p> <p>Pre-service teachers will be assigned a topic for teaching from one of the 3 Strands in the 7-10 Victorian English curriculum (Literacy, Language, Literature) and will perform an intensive resource collection to suit that topic.</p> <p>They will source approximately 10 resources from a variety of quality locations including (but not exclusive to) those developed by Government and Professional Associations and, from this collection, they will select five for particular focus.</p> <p>They will explain how they would use each of these five in the classroom, indicating the concepts intended to be learned and how they would be conveyed through the use of each of the resources. The contribution to student learning will cover awareness of, and adaptation for, variations such as student learning styles, differentiation, technology applications, engagement, hands-on learning activities, innovation and creativity.</p> <p>In addition, for each of the 5 resources that were discounted, it is expected that the student will identify briefly the aspects of each resource that explain why it was NOT selected in the list of five for focus.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Research and critique of resources, including academic resources and relevant English curriculum statements. 2. Planning for contribution to student learning, including explanation of learning intentions 3. Demonstration of strategies for use of selected resources in classroom 4. Conventions of academic writing. 			
2	<p>Topic-based unit of work</p> <p>In the same topic as Task 1, pre-service teachers will design a three week unit of work that highlights key elements in pedagogical practice, particularly alignment with formal curriculum priorities, assessment and reporting, and adaptability for diverse student needs. Not all of the possibilities within the topic need be covered; pre-service teachers will need to use 'teacher judgement' as to the selection, timing and sequence required. It is expected that the Task 1 resource collection will be thoughtfully used, but not exclusively used, to develop this Task.</p> <p>This unit of work is to include an overview plan for the unit, one detailed lesson plan, reference to at least one diagnostic, one formative and one summative assessment task, a clear orientation to selected curriculum (curriculum document, learning area, learning level), and an explanation of how allowance for student diversity may be included. An overarching justification and illustration of pedagogical and curricular considerations is expected.</p> <p>This unit of work must incorporate the teaching of literacy and numeracy.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Research and use of resources, including academic resources and relevant English curriculum statements. 2. Planning for application of strategy, including explanation of learning intentions 3. Demonstration of selected strategy in mini-lesson 			

	4. Conventions of formal lesson planning and academic writing.
3	<p>Reflective Statement of Personal Pedagogy for Middle Years English</p> <p>In this Assessment Task, pre-service teachers will reflect critically on their understanding of the school subject of English in the middle years of schooling, and how they have constructed their pedagogical and professional beliefs. They will submit a formal essay that explains that understanding, drawing on the topics and resources presented through the Learning Focuss and intensive workshops, research and academic commentary in this area, and their own observations and experiences in Professional experience placement. The Key Reflective Questions from each Learning Focus should form a major part of the material to consider in their statements.</p> <p>The Rationale of this task is to demonstrate how pre-service teachers have integrated the options, ideas and issues that they have encountered into a personal stance on the philosophy and pedagogy of teaching and learning English in the middle years of schooling.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Statement of pedagogical framework, critically reflecting on relevant 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	<p>Misson, R. (2012). Understanding about water in liquid modernity. <i>English in Australia</i>. 47(1): 27-35.</p> <p>Howie, M. (2005). A transformative model for programming 7-10 English. <i>English in Australia</i>. 142: 57-63.</p> <p>Victorian Curriculum F-10 – English. http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims </p>
2	<p>Bahr, N. (2010). The Middle Years Learner. chap. 3 in <i>Teaching Middle Years: rethinking curriculum, pedagogy and assessment</i>. (2nd edn.) ed. Donna Prendergast & Nan Bahr. Crows Nest, NSW: Allen & Unwin.</p> <p>Eckert, P. (2004). Adolescent language. chap. 19 in <i>Language in the USA: Themes for the Twenty-first Century</i>, ed. Edward Finegan and John R. Rickford. Cambridge: Cambridge University Press. pp. 361-374.</p>
3	<p>Harris, P., Turbill, J. Fitzsimmons, P. & McKenzie, B. (2006) <i>Reading in the primary school years</i>. 2nd ed. N.S. W: Social Science Press. Ch. 2. What is reading?</p> <p><i>Effective Reading Strategies to address the needs of Adolescents 13+ experiencing difficulties with reading: a review of the literature</i> by Dr Jacqueline Manuel. http://www.curriculumsupport.education.nsw.gov.au/middleyears/assets/pdf/jmanuelres.pdf </p>
4	<p>NCTE Policy Guideline: <i>Professional Knowledge for the Teaching of Writing</i>. http://www.ncte.org/positions/statements/teaching-writing </p> <p>WA Department of Education. <i>First Steps: Writing Map of Development</i>. http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/ </p>
5	<p>Ilana Snyder (2004) New media and cultural form: narrative versus database. In A. Adams & S. Brindley (eds), <i>Teaching English with ICT</i>. London: Open University Press & McGraw Hill.</p> <p>Serafini, F. (2011). Expanding Perspectives for Comprehending Visual Images in Multimodal Texts. <i>Journal of Adolescent & Adult Literacy</i>. 54(5). pp. 342-350.</p>
6	<p>Kelly Gallagher. (2014). Making the most of Mentor Texts. <i>Educational Leadership</i>. 71(7), 28-33.</p> <p>Gambell, T.J. and Courtland, M.C. (2000). A Framework for Reader Response. in <i>Young adolescents meet literature: intersections for learning</i>. (chap. 2). Vancouver : Pacific Education Press.</p> <p>John T. Guthrie, Allan Wigfield, and Susan Lutz Klauda (2012). <i>Adolescents' Engagement in Academic Literacy</i>. University of Maryland, College Park USA.</p> <p>Michelle Billek, Lindsay Harms, Adam Khan, Zachary Stewart, David Zynoberg (2011). Literacy Across the Curriculum. <i>MERN Journal</i>. 4.</p>
7	<p>Cumming, J.J. & Maxwell, G.S. (2004). Assessment in Australian schools: current practice and trends. <i>Assessment in Education</i>. 11(1). pp. 89-108.</p> <p>Victorian Curriculum F-10 – English. http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims </p>

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Extending content knowledge Learning Focus	History of English Student activity: Explore the resources and material presented on this topic and consider their influence and possible role in the teaching and learning of English.
2	What is English as a subject?	Learning Focus English as a language English as a subject in the curriculum – international, national and local perspectives Language/Literacy/Literature strands Scope and sequence – Years 7-10 and VCE Student activity: <ul style="list-style-type: none"> • Reading course notes and set articles on key topics • Comparing curriculum statements • Reflections on teacher roles and subject content in English Readings: Misson, R. (2012). Understanding about water in liquid modernity. <i>English in Australia</i> . 47(1): 27-35. Howie, M. (2005). A transformative model for programming 7-10 English. <i>English in Australia</i> . 142: 57-63. Victorian Curriculum F-10 – English. http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rationale-and-aims VCE Study Design English 1 & 2, and English/EAL 3 & 4 - http://www.vcaa.vic.edu.au/Pages/vce/studies/english/
3 & 4	Adolescent Language development	Learning Focus Language acquisition Defining adolescence Adolescent slang and language use Student activity: <ul style="list-style-type: none"> • Reading course notes and set articles on key topics • Reflections on defining childhood, adolescence and adulthood • Padlet activities on early language acquisition and teenage slang Readings: Bahr, N. (2010). The Middle Years Learner. chap. 3 in <i>Teaching Middle Years: rethinking curriculum, pedagogy and assessment</i> . (2nd edn.) ed. Donna Prendergast & Nan Bahr. Crows Nest, NSW: Allen & Unwin. Eckert, P. (2004). Adolescent language. chap. 19 in <i>Language in the USA: Themes for the Twenty-first Century</i> , ed. Edward Finegan and John R. Rickford. Cambridge: Cambridge University Press. pp. 361-374.
5 & 6	Reading	Learning Focus: The reading process Models of reading Making meaning

		<p>Classroom strategies</p> <p>Student activity:</p> <ul style="list-style-type: none"> Guided reading activity through set reading Reading course notes and set articles on key topics Note taking from recorded lecture on meaning making <p>Readings:</p> <p>Harris, P., Turbill, J. Fitzsimmons, P. & McKenzie, B. (2006) <i>Reading in the primary school years</i>. 2nd ed. N.S. W: Social Science Press. Ch. 2. What is reading?</p> <p><i>Effective Reading Strategies to address the needs of Adolescents 13+ experiencing difficulties with reading: a review of the literature</i> by Dr Jacqueline Manuel.</p> <p>http://www.curriculumsupport.education.nsw.gov.au/middleyears/assets/pdf/jmanuelres.pdf</p>
7 & 8	Writing	<p>Learning Focus:</p> <p>The writing process - stages of writing development Writing for purpose – text structure and organization Teaching strategies for developing and extending student writing Grammar and conventions of use; spelling and word knowledge; vocabulary</p> <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics Reflection activities on personal writing and text types Direction to the Grammar and Usage Information and Quizzes Learning Focus <p>Readings:</p> <p>NCTE Policy Guideline: <i>Professional Knowledge for the Teaching of Writing</i>. http://www.ncte.org/positions/statements/teaching-writing</p> <p>WA Department of Education. <i>First Steps: Writing Map of Development</i>. http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/</p>
9	Extending content knowledge Learning Focus	<p>Information and Quizzes Learning Focus: Grammar and Usage</p> <p>Student activity:</p> <p>Work through the information units and undertake the quizzes in each section.</p>
10	Non-traditional forms	<p>Learning Focus:</p> <p>Working with non-traditional text and language forms: oral, multi-modal and emerging Text, audio-visual, electronic and social forms New and emerging classroom practices</p> <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics Reflective viewing and engagement with a variety of text forms, especially <i>The Lizzie Bennet Diaries</i> <p>http://www.pemberleydigital.com/the-lizzie-bennet-diaries/</p> <p>Readings:</p>

		<p>Ilana Snyder (2004) New media and cultural form: narrative versus database. In A. Adams & S. Brindley (eds), <i>Teaching English with ICT</i>. London: Open University Press & McGraw Hill.</p> <p>Serafini, F. (2011). Expanding Perspectives for Comprehending Visual Images in Multimodal Texts. <i>Journal of Adolescent & Adult Literacy</i>. 54(5). pp. 342-350.</p>
11	Working with texts	<p>Learning Focus:</p> <p>Text types and audiences Literacy and numeracy across the curriculum Literature – defining and selecting texts Literature in context – cultural transmission and canons Responding to Literature – making meaning and critical analysis Personal expression and text creation</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics • Reflective viewing and engagement with a variety of text forms • Exploring strategies for class activity <p>Readings:</p> <p>Kelly Gallagher. (2014). Making the most of Mentor Texts. <i>Educational Leadership</i>. 71(7), 28-33.</p> <p>Gambell, T.J. and Courtland, M.C. (2000). A Framework for Reader Response. in <i>Young adolescents meet literature : intersections for learning</i>. (chap. 2). Vancouver : Pacific Education Press.</p> <p>John T. Guthrie, Allan Wigfield, and Susan Lutz Klauda (2012). <i>Adolescents' Engagement in Academic Literacy</i>. University of Maryland, College Park USA.</p> <p>Michelle Billek, Lindsay Harms, Adam Khan, Zachary Stewart, David Zynoberg (2011). Literacy Across the Curriculum. <i>MERN Journal</i>. 4.</p>
12	Assessment and reporting	<p>Learning Focus:</p> <p>Reading and writing for purpose Co-ordinating Aims and Outcomes Diagnostic, Formative and Summative Assessment in English Inclusion and Diversity</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics • Exploring strategies for class and teacher activity <p>Readings:</p> <p>Cumming, J.J. & Maxwell, G.S. (2004). Assessment in Australian schools: current practice and trends. <i>Assessment in Education</i>. 11(1). pp. 89-108.</p> <p>Victorian Curriculum F-10 – English. http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/rational-and-aims</p>

Assessment		
Assessment Task No.		Description of task:
1		Evaluation of teaching resources
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.1, 3.1, 3.4	<p>Taught:</p> <ul style="list-style-type: none"> Consideration of text and resource formats, including strengths, limits and literacy requirements in weeks 4, 5, 7 and 8 Recommendation of resources through discussion tasks in Learning Focuss <p>Practised:</p> <ul style="list-style-type: none"> Engagement with weekly activities, particularly in weeks 4, 5, 7 and 8, modelling of student engagement with, and operation of, a range of resources <p>Assessed:</p> <ul style="list-style-type: none"> Satisfaction of the assessment criteria for this task 	
Assessment Task No		Description of task:
2		Topic-based unit of work
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 5.1, 5.5	<p>Taught:</p> <ul style="list-style-type: none"> Regular reference to, and focus on, formal curriculum statements at state and national levels reviewed over the weeks Regular reference to learning options, styles and suggestions throughout the topics. Specific references to study design requirements and structures in weeks 4, 5, 7 and 8 Week 9 on assessment options and procedures <p>Practised:</p> <ul style="list-style-type: none"> Engagement with weekly activities, particularly in weeks 4, 5, 7 and 8 <p>Assessed:</p> <ul style="list-style-type: none"> Satisfaction of the assessment criteria for this task 	
Assessment Task No		Description of task:
3		Reflective statement of Personal Pedagogy
1.1, 3.1, 6.1, 7.1	<p>Taught:</p> <ul style="list-style-type: none"> Week 1 consideration of English as a distinct subject Week 2 consideration of the adolescent language user Integration of personal observations and judgements across all weeks <p>Practised:</p> <ul style="list-style-type: none"> Selections and judgements made in topics throughout the across all weeks Reflection on personal experience and approaches in relation to Learning Focus topics <p>Assessed:</p> <ul style="list-style-type: none"> Satisfaction of the assessment criteria for this task 	