



TEP 424

English in the Secondary School II

S2 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Lecturer

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Contact via 9850-9581

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Arrange by email

Credit points

3

Prerequisites

TEP401(S) and TEP423

Corequisites

TEP402

Co-badged status

Unit description

This unit extends the work covered in TEP423. There is a particular emphasis on the development of strategies for responding to, and composing, a range of traditional and emerging text types, enhancing creativity and independent learning skills, and planning for assessment across a variety of language modes. The key elements embedded in the Board of Studies, Teaching and Educational Standards New South Wales syllabus documents (including Stage 6 documents and the K-10 syllabus) are examined within a teaching and learning context. Workshops also cover current professional issues such as classroom management, the teaching and learning of visual literacy, preparing for change in English curricula with an emphasis on the Australian Curriculum, the integration of technology into the English classroom, and the diverse needs of students in a changing world.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum

2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.
7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reflective Composition</u>	15%	No	25/08/17
<u>Exploring Assessment</u>	35%	No	14/09/17
<u>Unit of work for HSC study</u>	35%	No	26/10/17
<u>Weekly Quiz</u>	15%	No	Weekly and 2/11/17

Reflective Composition

Due: **25/08/17**

Weighting: **15%**

An annotated critical reflection depicting the relationship between a teacher and a learner based on **your OWN** professional experiences as an English teacher this year.

On successful completion you will be able to:

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Exploring Assessment

Due: **14/09/17**

Weighting: **35%**

This assignment develops your knowledge of quality assessment by providing you the opportunity to design an *Assessment for Learning* task to meet Stage 6 Preliminary English syllabus requirements. The focus of this assignment will be the Preliminary Common Module and the task will be a **multimodal** presentation.

On successful completion you will be able to:

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student

learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.

Unit of work for HSC study

Due: **26/10/17**

Weighting: **35%**

This assignment extends your skills in planning Stage 6 teaching and learning activities through preparing a unit of work to underpin the study of a prescribed HSC text within a modular framework. The emphasis in this assignment will be on teaching **poetry** in the HSC Standard Module A: Language, Identity and Text.

On successful completion you will be able to:

- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.

Weekly Quiz

Due: **Weekly and 2/11/17**

Weighting: **15%**

Each week, compose a short reflection or symbolic visual representation of one of the issues addressed in the KEY READING and the implications for your practice as an English teacher and the profession more broadly. Select THREE for grading.

On successful completion you will be able to:

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Delivery and Resources

This unit is taught in a workshop mode. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete tasks either individually, in pairs or in small groups.

Each week students will:

1. Take part in small group discussions of the prescribed reading(s) in a Professional Reading Group.
2. Engage in workshop activities based on particular contexts and/or case studies based on the Stage 6 English Syllabus.
3. Write a short reflection in an online journal/blog format
4. Demonstrate their ability to teach a Stage 6 learning sequence that focuses on key syllabus content, skills and language modes from a nominated Stage 6 module. Students in pairs (or groups of three for odd-numbered workshops) will teach a 20-minute lesson sequence that targets ONE syllabus area, ONE language mode and is based on themes in the prescribed reading (for example, engaging reluctant readers, developing writing competence/fluency/confidence/engagement exploring the power of the spoken word, developing visual literacy, creativity). Students will also co-develop an original resource that will be shared with others, either digitally or as a printed resource.
5. Participate in a Book Club group to read and discuss texts suitable for use with Stage 6 students in the English classroom and for wide reading.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public <http://www.mq.edu.a>

[u/policy/docs/complaint_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).

The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
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- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study
- Weekly Quiz

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
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- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study
- Weekly Quiz

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
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of teaching resources which are technology based

- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study
- Weekly Quiz

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
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- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. demonstrate a developed working knowledge of the Stage 4 and 5 and the Stage 6 English syllabus documents and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: plan engaging activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities; interpret the key competencies required to enhance student learning within the context of the English classroom; and select and utilise resources across a wide range of types including the integration of ICT resources; develop evidence-based practices in their teaching
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- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, Assessment Task, lesson sequence and resource collection.

Assessment tasks

- Reflective Composition
- Exploring Assessment
- Unit of work for HSC study

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Weekly Quiz

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching and the profession more broadly employing reference to readings and Syllabus documents.

Assessment tasks

- Reflective Composition
- Weekly Quiz