



TEP 423

English in the Secondary School I

S1 Day 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer in Secondary English Curriculum

Janet Dutton

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X5B 262

Please email to make a meeting time or call in Monday 2.35-3.45pm or Wednesday 2.45-3.45pm

Rod Lane

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Credit points

3

Prerequisites

TEP388

Corequisites

TEP401

Co-badged status

Unit description

This unit focuses on the contemporary role of the teaching of English in a secondary school context. Emphasis is given to the practical skills and knowledge required for teaching in a NSW English school department. NESA, NSW Education Standards Authority, syllabus documents for Stages 4 and 5 are examined in relation to outcomes, programming, assessment strategies and resources. The nature of student-centred learning in the English classroom is explored through a variety of approaches. Key issues considered include: skills development, the writing process, popular culture, visual texts, adolescent reading, and the pedagogical integration of technology.

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:

Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum

Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts

Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.

Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.

Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.

Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

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

General Assessment Information

1. Submission requirements

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Programming and Assessment</u>	50%	No	Week 5 29th March 2018

Name	Weighting	Hurdle	Due
<u>Digital Professional Portfolio</u>	50%	No	Week 12 31st May 2018

Programming and Assessment

Due: **Week 5 29th March 2018**

Weighting: **50%**

This assignment develops your knowledge of quality planning by providing you with the opportunity to critique, revise and modify a Stage 4/5 unit of work to meet the syllabus requirements and the needs of a case study class. An emphasis will be on your developing professional judgement and your ability to reflect on and justify your programming and resource decisions.

You will be assessed on how well you:

- demonstrate working knowledge of the Stage 4/5 English Syllabus
- select suitable resources including a wide range of texts including digital and multi-modal texts
- design effective, well-structured and cohesive learning sequences that reflect the theoretical bases of reading and writing in English
- select strategies to enhance the learning and engagement of students from the case study class
- evaluate the sample unit of work and justify the decisions you make in light of best practice English teaching, English discipline knowledge, research and the needs of the case study class.
- communicate your knowledge of content and pedagogy with clarity, economy and skill and making reference to relevant Syllabus and other professional readings.

The Task

This task contains 2 parts.

Part A: Annotated Revision of the Unit of Work (750 words indicative)

You have been asked to modify a provided Sample Unit of work for Stage 4/5 so that, in your professional judgement, it aligns with the NSW English Syllabus, reflects *best practice* English teaching and assessment and meets the *needs* and *interests* of the nominated case study class. Using the **Review** option on the Word program, (or equivalent), make the necessary revisions, deletions, changes to the unit of work.

- The sample unit of work and case study class details will be available on iLearn.
- Please submit two versions: a tracked changes version and the final version.
- Include page numbers for your unit.

Part B: Justification (750 words)

Write a justification of the programming decisions you have made.

- Your justification must be supported by relevant references to the case study class, the NSW English syllabus and support documents, educational readings, theories of reading and writing, research and your discipline knowledge of English.
- The justification can be written in the first person 'I' or 3rd person.
- Refer to page numbers when making reference to your unit.
- Use standard APA in text referencing for all other citations
- Word count for this section is +/- 10%. Material beyond this limit will not be assessed.

On successful completion you will be able to:

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.
- 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

Digital Professional Portfolio

Due: **Week 12 31st May 2018**

Weighting: **50%**

This assignment asks you to synthesise your understandings of teaching literary and non-literary texts and develops your ability to reflect critically on the knowledge, contexts and pedagogy that

shape your work as an English teacher. It gives you the opportunity to employ the digital medium to create a digital professional portfolio and consider the English syllabus and AITSL standards.

You will be assessed on how well you:

1. Demonstrate research-informed knowledge and understanding of the central concepts, modes of enquiry and pedagogies of subject English
2. Reflect on and evaluate strategies that create effective classroom learning experiences and respond to the diversity of student learners
3. Demonstrate competence, creativity and judgement in the use of ICT
4. Communicate knowledge of the connection between content and pedagogy and with scholarship and making use of examples and supporting evidence.
5. Engage in reflexive practice regarding English teaching including the theoretical bases and the complex and contested dimensions of topics and pedagogy in English as well as the implications of these for teaching.
6. Demonstrate and discuss your portfolio and justify your perspectives on English teaching using relevant examples and the discourse of English teaching.

The task contains 2 parts: Digital Professional Portfolio (25%) + Viva Voce (25%).

Part 1: Digital Portfolio (25%)

Create TWO reflections in response to questions that emerge from the topics and pedagogy covered in the workshops and readings in TEP423 **Module 3 Teaching Literary and Non-literary texts**.

- Devise 2 reflection questions and have them approved by your tutor at least 3 weeks prior to the submission date.
- Craft the two multi-modal reflections using a form of digital medium (for example a blog or online journal).
- One reflection must be based on teaching of *literary* texts.
- One reflection must be based on teaching of *non-literary* texts.
- Annotate the reflections to make explicating notes that incorporate relevant references, links to resources and research and the AITSL standards.
- The reflections and annotations must move beyond the descriptive to consider the theoretical bases and the contested dimensions of the selected topics and pedagogy as well as the implications of these for your teaching in English.

The word count should be roughly divided in the following way:

1. Reflection 1 = 750 words
2. Annotation of Reflection 1 and explicatory notes = 250

3. Reflection 2 = 750 words
4. Annotation of Reflection 2 and explicatory notes = 250
 - Your tutor must approve the questions on which you will focus in your reflections at least 3 weeks prior to the submission date.
 - Time will be allocated in tutorials in Week 7 to explore digital options for this task.
 - Consider the task criteria when choosing your questions and topics for this task.
 - The topics must allow you to showcase your skills and knowledge and offer a nuanced, informed perspective on English teaching.

Part 2: Viva Voce (25%)

Demonstrate and discuss your portfolio and justify your perspectives on English teaching in a 10 minute professional conversation in the form of a Viva Voce.

You will negotiate a suitable time with your tutor for the Viva Voce.

On successful completion you will be able to:

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.
- 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

Delivery and Resources

Attendance: All classes for this unit begin in Session 1: Week 1.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of

this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Attendance at all tutorials or on campus days is expected. Attendance will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- In order to receive a passing grade in this unit, you need to meet the following criteria:
- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
- Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Resources:

You must bring

- 7-10 English Syllabuses (hard copy or digital PDF)
- Pen and paper for writing
- Laptop or iPad (or similar) if possible.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Required and recommended texts and/or materials

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of TEP423.

Prescribed Texts:

BOSTES (2012) *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*. Retrieved at <https://syllabus.nesa.nsw.edu.au/english/english-k10/>

NESA (2012). *Support Documents*. Retrieved at <http://syllabus.bostes.nsw.edu.au/english/english-h-k10/support-materials/>

*Tan, S. (2010). *The Rabbits*. Sydney, NSW: Hachette.

*Silvey, C. (2009). *Jasper Jones*, Sydney, NSW: Allen & Unwin.

Weekly Readings

Week 1

*Lia, S. (2014). Listening: The forgotten mode. *Metaphor*, 4, 17-21.

Week 2

*Callow, J. (2016). Viewing and doing visual literacy using picture books. *Practical Literacy: the Early and Primary Years*, 21(1), 9-12.

*Booker, K. (2012). Using picturebooks to empower and inspire readers and writers in the upper primary classroom. *Literacy Learning: the Middle Years*; 20(2), 1-9.

Week 3

Commonwealth of Australia (2002). *My Read. What successful readers know and do*. Retrieved at <http://www.myread.org/what.htm>

Week 4

Manuel, J., & Carter, D. (2016) Teaching writing in secondary English: Approaches to building confidence, enjoyment and achievement. *Journal of Professional Learning*, Semester 1. Retrieved at <http://cpl.asn.au/print/2264>

DEC, 2012. Text types (Different types of writing) Retrieved at <https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf>

Week 5

*Burke, K. (2014). Music videos - multimodal texts to engage and inspire. *Metaphor*, 4, 11-16.

O'Brien, A. (n.d). *Creating multi-modal texts*. Retrieved at <https://creatingmultimodaltxts.com/>

Week 6

Shakespeare Reloaded: <http://shakespearereloaded.edu.au/>

Week 7

*Lee, B., Patall, E., Cawthon, S. & Steingut, R. (2015). The effect of drama-based pedagogy on PreK-16 Outcomes: A meta-analysis of research from 1985 to 2012. *Review of Educational Research*, 85, 3-49

Week 8

Abdile. H. (2016, Jan 27). Multilingual Poetry Slam: Australian Poetry Slam. Retrieved at <https://www.youtube.com/watch?v=LckfuA7G7Xo>

Abdile, H. & Bangura, Y. (2015, Dec 29). *Poetd*. Retrieved at <https://www.youtube.com/>

watch?v=tQ05Cirl3gg

Football Beyond Borders (2016, April 6). 'Do something new' World Poetry Day Freestyle by Kyronne. Retrieved at <https://www.facebook.com/footballbeyondborders/videos/991903817571011/>

Musa, O. (2013, May 16). *Slam poetry of the Streets: Omar Musa at TEDxSydney*. Retrieved at <https://www.youtube.com/watch?v=XZfJsOGOxnw>

Peters, J. (n.d) Julian Peters comics: The Love Song of J. Alfred Prufrock. Retrieved at <https://julianpeterscomics.com/page-1-the-love-song-of-j-alfred-prufrock-by-t-s-eliot/>

*Eliot, T.S. (1915). 'The Love Song of J. Alfred Prufrock'. Retrieved at <https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock>

Week 9

*Bartolo, L. (2016). Jasper Jones: Embedding assessment as, for and of learning into a novel study. *Metaphor*, 3, 34-36.

Week 10

*Cheung, K. and O'Sullivan, KA. (2017). 'Big fans', 'Experts', and those 'In need of a challenge': Teacher attitudes to 'manga and anime kids' in the Secondary English classroom. *English in Australia*, 52(2), 28-38.

Key Australian website references

Australian Poetry: <http://www.australianpoetry.org/>

Australian Poetry Library: <https://www.poetrylibrary.edu.au/>

MyRead: Strategies for reading in the middle years: <http://www.myread.org/>

National Film and Sound Archives: <https://www.nfsa.gov.au/>

NESA Assessment and Resource Centre (ARC): <https://arc.nesa.nsw.edu.au/>

NSW Education Standards Authority: <https://syllabus.nesa.nsw.edu.au/english/english-k10/>

NSW English Teachers' Association: <https://www.englishteacher.com.au/>

Textual Concepts: <http://englishtextualconcepts.nsw.edu.au/>

Scottle: Australian Government Learning resources depository: <https://www.scottle.edu.au/ec/p/home>

Shakespeare Reloaded: <http://www.shakespeareloaded.edu.au>

Red Room Poetry: <https://redroomcompany.org/>

Recommended and additional readings can be found on the unit outline.

Unit Schedule

Module	Content
Module 1	<p>The NSW English Syllabus</p> <ul style="list-style-type: none"> - Introduction to the history, principles and practices of English teaching and learning - Subject English and 'literacy' - Australian curriculum and NSW English Syllabus - The Continuum: Stage 3 English and its relationship to Stage 4-5 English - Revision of principals of unit and lesson planning in English - Constructivist, collaborative learning; models of whole group, small, group, pairs, individual, flipped and independent learning. - Revision of factors impacting student engagement and learning outcomes and impact on classroom management. Creating engagement in English. - What makes good English teachers?
Module 2	<p>Integrating the language modes in teaching and learning in English</p> <p><i>Speaking and listening:</i> the pivotal role of speaking and listening in teaching and learning in English, models for the development of speaking and listening competence.</p> <p><i>Writing:</i> early writing development and its implications for writing in secondary schools; research about and models of writing; writing for context, purpose and audience - theories, models and research findings (eg process writing, genre theory); contextualizing explicit teaching of grammar; NAPLAN writing test and data (creative and persuasive writing), practical strategies for teaching writing to students with diverse needs, interests and capacities; the centrality of 'space to play', personal voice and enjoyment in developing confidence in composing and responding.</p> <p><i>Reading:</i> early reading development and implications for reading in secondary English; developmental methods and models of reading; approaches to teaching reading (eg. 4 resources model), and promoting engagement, enjoyment and response; composing and responding in a wide range of contexts: (eg. survival reading; occupational reading; reading for pleasure; reading to discover and/or retrieve information; transactional reading; reading and creating print texts; reading and creating non-print and multimodal texts; and reading and creating cultures); NAPLAN tests, data and reading; research informed ways to address reluctant, under-performing, resistant and EAL/D and LBOTE readers;</p> <p><i>Viewing and representing:</i> research and strategies for building knowledge in visual literacy, grammar of images; deconstructing and creating visual and multi-modal texts.</p> <ul style="list-style-type: none"> • Continuities between reading and writing, speaking and listening, and viewing and representing • Planning and programming text/genre based integrated units of work; creating effective lesson plans and assessment 'of,' 'as' and 'for' learning. • Creative and drama based pedagogy
Module 3	<p>Teaching Literary and Non-literary texts</p> <ul style="list-style-type: none"> • Principles for selecting a wide range of texts for classroom use: Syllabus; NESA mandated perspectives and criteria for selection of texts, and policies for teaching controversial texts; resources to guide text selection; policies regarding the use of MA and MA+ material in 7-10 English. • Ways of reading texts – historical overview • Teaching prose fiction, poetry, drama, film, non-fiction, picture books and multi-modal texts – shared and distinctive stylistic qualities, thematic concerns, • Approaches to class texts, wide reading. • Designing creative, engaging, literacy rich pedagogy.

Module	Content
Module 4	Assessment in English <ul style="list-style-type: none"> • Assessment issues in English: scaffolding learning, differentiated assessment, multi-tasking, overmarking, academic honesty. • What is being assessed? Outcomes, scope and sequence.

Learning and Teaching Activities

Workshop philosophy and strategies

This unit is taught in tutorial/workshop mode and weekly reading is an important component. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. A range of teaching methods are employed in this unit including: face-to-face and online discussions and syndicate tasks, role-plays of typical school and professional life experiences (eg. staff room scenarios, parent-teacher interviews meeting reporting), case study and scenario activities, brainstorms, visual scaffolds, individual, group and syndicate tasks, think-pair-share activities, PMI activities, document analysis, posing questions through Padlet, visual and multi-modal representations of understandings. A workshop approach based on collegial, co-operative relationships will underpin work in this unit. Pre-service teachers will work 'as if' they are members of an English staff and tasks will be structured to replicate typical staffroom experiences of planning, resource selection and negotiation with colleagues with the workshop leader working 'in role' as the Head Teacher, English. A case study approach will be utilised in Modules 2, 3 and 4. Authentic 'cases' (that incorporate descriptions of the student need/interests, NAPLAN data, teacher observation) from partnership and other schools will form the basis for planning, resourcing and evaluation of teaching and learning sequences and assessment tasks. Students will receive feedback on draft lesson plans/units of work from their university workshop leader.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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 outcomes

- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.
- 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

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
- 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

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.
- 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

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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

- Understand and reflect critically on the nature of English as a discipline within the context of the secondary curriculum
- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Communicate knowledge of both content and pedagogy effectively and with scholarship and making discerning use of resources and supporting evidence.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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 outcomes

- Develop a developed working knowledge of the English Syllabus and apply progressively refined strategies to plan effective classroom learning experiences that respond to the diversity of student learners and utilise a range of mediums, pedagogies and language modes including multi-modal texts
- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate skills of evaluation and reflection.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio

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 outcomes

- Design effective, syllabus aligned assessment strategies (diagnostic, formative and summative) incorporating a variety of language modes and content and that incorporate

skills of evaluation and reflection.

- Demonstrate competence, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Develop strategies for and engage in reflexive practice in order to make effective and impactful decisions that ensure quality student outcomes and nurture resilience in teaching practice.

Assessment tasks

- Programming and Assessment
- Digital Professional Portfolio