



# TEP 424

## English in the Secondary School II

S2 Day 2018

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Learning and Teaching Activities</u>	9
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11
<u>Changes since First Published</u>	17

#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

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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 New South Wales syllabus documents (including Stage 6 documents) 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:

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

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

Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts

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

Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

Demonstrate effective strategies, skills and classroom practices to enhance student learning.

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.

## **General Assessment Information**

**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. No failed assessment may be re-submitted.

**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 format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

## **General assessment information**

### **Assignment extensions and late penalties**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a remark of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

## Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

## Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

## Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective Composition	50%	No	06/09/18

Name	Weighting	Hurdle	Due
<u>Research informed article</u>	50%	No	25/10/18

## Reflective Composition

Due: **06/09/18**

Weighting: **50%**

*Statement of aims and goals for English teaching.* Synthesis of research, theory and practice. 2000 words

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
- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- 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.

## Research informed article

Due: **25/10/18**

Weighting: **50%**

*Research informed journal article:* on a contested dimension of English teaching showing knowledge of Stage 6 English and suitable for publication in a professional journal. 2000 words

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

- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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. Complete lesson plans and/or resources in an online journal/blog.

**There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of TEP424.**

**Prescribed Texts: (Compulsory)**

**Workshop 1- 5:** *Jasper Jones* (Retain from TEP423)

**Workshop 2:** Henry Lawson, *The Drover's Wife* and Barbara Baynton, *The Chosen Vessel*

**Workshop 9:** *Mrs Dalloway/The Hours* OR Keats/*Bright Star* OR Plath/Hughes.

**Workshop 10:** Orwell, G, *Nineteen Eighty-four*.

### **Weekly Readings: (Compulsory)**

**Workshop 3:** Pillen, M., Beijaard, D., & den Brok, P. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, 36(3), 240-260.

**Workshop 4:** O'Sullivan, K-A. (2016). Contested territories, *English Teaching: Practice & Critique*, 15, 55 - 73 <http://dx.doi.org/10.1108/ETPC-09-2015-0073>

**Workshop 5:** Manuel, J. & Carter, D. (2015). Current and historical perspectives on Australian teenagers' reading practices and preferences. *Australian Journal of Language and Literacy*, 38(20), 115-128. Retrieved at <https://www.alea.edu.au/documents/item/1175>

**Workshop 6:** Thomson, J. (2009). Post-Dartmouth Developments in English Teaching in Australia. IN S. Gannon, M. Howie & W. Sawyer (Eds.), *Charged with Meaning: Re-Viewing English, Third Edition* (pp.5-17). Putney: Phoenix Education.

Stage 6 preliminary Common Module Sample Unit: <http://syllabus.nesa.nsw.edu.au/english-standard-stage6/>

**Workshop 7:** Frawley, E. (2014). No Time for the 'Airy Fairy': Teacher Perspectives on Creative Writing in High Stakes Environments. *English in Australia*, 49, 17-26.

**Workshop 8:** No readings required.

**Workshop 9:** NESA Stage 6 English *Prescriptions*: Advanced Module A

[http://syllabus.nesa.nsw.edu.au/assets/global/files/advance\\_copy\\_of\\_english\\_stage\\_6\\_prescriptions\\_2019\\_2023.pdf](http://syllabus.nesa.nsw.edu.au/assets/global/files/advance_copy_of_english_stage_6_prescriptions_2019_2023.pdf)

**Workshop 10:** O'Mara, J. (2014). Closing the emergency facility: Moving schools from literacy triage to better literacy outcomes. *English teaching: Practice and Critique*, 13, 8-23.

**Workshop 11:** Ayres, P., Sawyer, W., & Dinham, S. (2004). Effective teaching in the context of a Grade 12 high-stakes external examination in New South Wales, Australia. *British Educational Research Journal*, 30, 141-165.

Manuel, J., & Carter, D. (2016). Sustaining hope and possibility: Early-career English teachers' perspective on their first years of teaching. *English in Australia*, 51, 91-103.

### **Recommended Reading, References and Resources. (Recommended)**

**Workshop 3:** Johnston, D. (2010). Losing the joy: Student teachers' experiences of problematic relations with host teachers on school placement. *Teacher Development*, 14(3), 307-320.



**Workshop 4:** Cook -Sather, A. (2006). *Newly betwixt and between: Revising liminality in the context of a teacher preparation Program*. Retrieved from [http:// repository.brynmawr.edu/ cgi/ viewcontent.cgi? article=1009&context=edu\\_pubs](http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1009&context=edu_pubs)

**Workshop 5:** McGaw, C. & Mason, M. (2017). Reading as an imaginative act. *English in Australia*, 52(2), 9-19.

McPerson, D., (2015). Engaging reluctant readers: Some ideas for upper primary and junior secondary classrooms, *Journal of Professional Learning*, 1-5. Retrieved from <http://cpl.asn.au/sites/default/files/journal/Deb%20McPherson%20-%20Engaging%20Reluctant%20Readers.pdf>

**Workshop 6:** Reid, I. (2016). Literary experience and literature teaching since the Growth Model. *English in Australia*, 51(3), 11-18.

BOS/NESA, *Suggested Texts*. Retrieved at <http://syllabus.bostes.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf>.

**Workshop 7:** Henderson, D. & Fitzgerald, D., (2014). The Struggle for Welcome: Valuing Difference through Refugee Stories in the English Curriculum. *English in Australia*, 49(3), 67-77.

**Workshop 10:** Pantaleo, S. (2014). Reading Images in Graphic Novels: Taking Students to a 'Greater Thinking Level', *English in Australia*, 49, 38-51.

**Workshop 11:** Barry, P. (2002). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: Manchester University Press.

Toovey, J. (October, 14, 2013). *By rote or not by rote, that is the question for English HSC*. Sydney Morning Herald. Retrieved at:

<http://www.smh.com.au/national/education/by-rote-or-not-by-rote-that-is-the-question-for-english-hsc-20131013-2vgna.html>

Loyden, G. (2015). The Art of being an English teacher in Australia. *English in Australia*, 50(2), 15-20.

## Learning and Teaching Activities

### Teaching and Learning Plan

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 and Prescribed texts in advance, and to complete tasks either individually, in pairs or in small groups. Students are also asked to co-develop an original resources that will be shared with others, either digitally or as a printed resource. At least one workshop will involve Web Conferencing. Students must bring:

- Stage 6 English Syllabuses and Prescriptions (hard copy and digital)
- Prescribed text (as indicated on the required readings)
- Pen and paper for writing
- Laptop or iPad (or similar) if possible.

NB. Students in this unit will need regular access to a computer and the Internet to complete the research components of the assignments and to locate teaching resources

## 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](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>).

## 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](https://ask.mq.edu.au).

### Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

## 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](http://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](http://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/](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

- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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

- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

## **Assessment tasks**

- Reflective Composition
- Research informed article

## **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
- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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
- Research informed article

## 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

- 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
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

## Assessment tasks

- Reflective Composition
- Research informed article

## 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

- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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
- Research informed article

## **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
- 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
- Identify and apply some key strategies and elements of responding to, composing, and

critically studying a wide range of texts

- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.
- 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
- Research informed article

## **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**

- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based



- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

## **Assessment tasks**

- Reflective Composition
- Research informed article

## **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**

- 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
- Identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 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
- Demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- Demonstrate effective strategies, skills and classroom practices to enhance student learning.

## **Assessment tasks**

- Reflective Composition
- Research informed article

## **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**

- 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 task**

- Reflective Composition

## **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**

- 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 task**

- Reflective Composition

## **Changes since First Published**

Date	Description
17/07/2018	Addition of omitted Learning Outcome 6