



# TEP 423

## English in the Secondary School I

S1 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Dr Janet Dutton

[janet.dutton@mq.edu.au](mailto:janet.dutton@mq.edu.au)

Contact via [janet.dutton@mq.edu.au](mailto:janet.dutton@mq.edu.au)

29 Wally's Walk 262

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

Tutor

Dr Kristin Hammett-Stevens

[kristen.hammett-stevens](mailto:kristen.hammett-stevens)

Contact via Email

29 Wallys Walk 244

Arrange by email

Tutor

Edwina Fairall

[See iLearn](#)

Contact via Email

See iLearn

Arrange by email

Administration

Dr Rod Lane

[rod.lane@mq.edu.au](mailto:rod.lane@mq.edu.au)

Contact via Email

Arrange by email

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

## Assessment Presentation and 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 responsibility 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.

### Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

## Assignment extensions and late penalties

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

### study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- 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 re-assessment 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 cannot be re-marked 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.

This section provides students with general information about assessment tasks and how to submit them.

### **Assessment Presentation and Submission Guidelines**

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- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
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Note: Failed assessments cannot be re-marked 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

**PLEASE ADD THE FOLLOWING TO YOUR ASSESSMENT INFORMATION (and iLEARN INSTRUCTIONS) IF YOUR UNIT HAS THE FOLLOWING TYPES OF ASSESSMENT TASKS:**

#### 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.

#### **Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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-plan-ning-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
<b>HD</b> (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.
<b>D</b> (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.

<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

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

#### Withdrawing from this UG Unit

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

#### 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).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Programming and Assessment</a>	50%	No	29th March 2019
<a href="#">Digital Professional Portfolio</a>	50%	No	31st May 2019

## Programming and Assessment

Due: **29th March 2019**

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.

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: **31st May 2019**

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 reflect on the NSW 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, reference to Syllabus materials, scholarly readings and the discourse of English teaching.

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

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

### Teaching and learning activities

**iLearn:** This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly (or more frequent) access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments including creating a website using existing online web technologies such as Wix/Weebly etc.
- **Uploading** of assessment tasks to **iLearn**.

**Delivery:** This unit is taught in workshop mode in weekly 3 hour classes. Students are required

to participate in small group activities, whole class discussion, to read the weekly material in advance, and, on occasions, to complete brief formative/diagnostic tasks either as individuals or groups.

#### Resources:

Please bring the following to each class:

- 7-10 English Syllabus (hard copy or digital PDF)
- Pen and paper/book for writing
- Laptop or iPad (or similar)

#### **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 texts**

**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 from <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Dutton, J., D'warte, J., Rossbridge, J., & Rushton, K. (2018). *Tell me your story: confirming identity and engaging writers in the middle years*. Newtown, NSW: Primary English Teachers' Association (PETAA).

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

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

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

**N.B Weekly Readings are posted on iLearn**

## Unit Schedule

Below is an overview of the unit. Details of weekly workshops is provided in iLearn.

<b>Module 1</b>  Workshops 1 & 2	<b>English teaching: Context and principles</b>  <b>Reflection:</b> Initial motivations and beliefs about English teaching  <b>Contested territory:</b> English or Englishes? English as a pedagogical porcupine. Models of English (Personal Growth; Cultural Heritage; Cultural Analysis; Skills Model) and Syllabus implications.  Introduction to the history, principles and practices of English teaching and learning. Models of English teaching.  <b>Contested territory:</b> Subject English and 'literacy', definitions, distinctions and shared ground.  <b>Depth study:</b> Planning and Teaching English: The Australian and NSW English Syllabus
<b>Module 2</b>  Workshops 3, 4, 5 & 6	<b>Integrating the language modes in teaching and learning in English</b>  <b>Depth study 1:</b> Speaking and listening  <b>Depth study 2:</b> Writing  <b>Contested territory:</b> research-based theories and models of writing (eg process writing, genre theory)  <b>Depth study 3:</b> Early reading development and implications for reading in secondary English  <b>Depth study 4:</b> Viewing and representing  <b>Depth study 5:</b> Numeracy in English  <b>Planning teaching &amp; learning sequences in English I:</b>  <b>Micro-teaching</b>
<b>Module 3</b>	<b>Group Case Study</b> (completed concurrently with other modules)  Develop a unit of work for a case study school.
<b>Module 4</b>  Workshops 7, 8 & 9	<b>Teaching Literary and Non-literary texts</b>  <b>Contested territory:</b> Principles for selecting a wide range of texts for classroom use.  <b>Depth study 6:</b> Teaching prose fiction, poetry, drama, film.  <b>Depth study 7:</b> Teaching non-fiction, picture books and multi-modal texts.  <b>Planning teaching &amp; learning sequences in English II:</b> Workshop activities devising Syllabus aligned lesson and unit plans.
<b>Module 5</b>  Workshop 10	<b>Assessment in English</b>  <b>Contested territory:</b> Assessment issues in English.

## Learning and Teaching Activities

### Workshop philosophy and strategies

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, brainstorm, 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 several of the modules. 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](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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### **Department Procedures**

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

Activities completed during weekly tutorials (internal) 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.

**Attendance at all tutorials is expected and the roll 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

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, Dr Janet Dutton ([janet.dutton@mq.edu.au](mailto:janet.dutton@mq.edu.au))

### **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

## **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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- 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

## Changes since First Published

Date	Description
19/02/2019	typo on DR Kristin Hammett-Stevens name + email added.