



EDST8222

Teaching English in the Secondary School 1

Session 2, Weekday attendance, North Ryde 2021

Macquarie School of Education

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Disclaimer

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff

Unit convenor

Janet Dutton

janet.dutton@mq.edu.au

Contact via Email

Room 367 29 Wally's Walk

As arranged via email

Tutor

Rose Garofano

rose.garofano@mq.edu.au

N/A

As arranged via email

Credit points

10

Prerequisites

EDST8237

Corequisites

Co-badged status

Unit description

This unit emphasises the contemporary role of the teacher of English in a secondary school context. It draws attention to the central role of language in shaping understandings of self and the world. Emphasis is placed on the responsive classroom skills and knowledge required for effective teaching in classrooms with diverse student needs and on the theoretical perspectives and research that underpin syllabus documents. A range of research-informed pedagogical approaches are explored, evaluated and implemented. Course content includes: the history of English teaching, the contextual factors impacting on language use, adolescent literature, the significance of creativity, the pedagogical integration of technology and the processes leading to responding to and composing texts for a range of audiences and purposes and in a range of mediums including visual and multi-modal forms. Skills in independent learning and research will be fostered and students given opportunities to explore areas of interest and to interrogate contested aspects of the teaching of English.

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:

ULO1: Develop and apply research-informed knowledge and understanding of the central concepts, modes of enquiry and pedagogies of subject English through designing and sequencing learning experiences that meet the requirements of the NSW English curriculum.

ULO2: Develop, apply and evaluate 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.

ULO3: Design effective, syllabus aligned assessment strategies incorporating a variety of language modes and content and engage in critical evaluation and reflection.

ULO4: Demonstrate highly developed skill, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.

ULO5: Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.

ULO6: Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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.

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-planning-and-governance/university-policies-and-pro>

cedures/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.

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 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](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Professional Dialogue	15%	No	Ongoing
Programming and Assessment	40%	No	23:59 25/08/2021
Presentation of Professional Digital Portfolio	45%	No	01/11/2021-07/11/2021

Professional Dialogue

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 15 hours

Due: **Ongoing**

Weighting: **15%**

Involvement in professional dialogue via five iLearn Discussion Forums.

On successful completion you will be able to:

- Develop and apply research-informed knowledge and understanding of the central concepts, modes of enquiry and pedagogies of subject English through designing and sequencing learning experiences that meet the requirements of the NSW English curriculum.
- Develop, apply and evaluate 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 research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

Programming and Assessment

Assessment Type ¹: Project

Indicative Time on Task ²: 35 hours

Due: **23:59 25/08/2021**

Weighting: **40%**

2000 words. Critique, revise and modify a Stage 4/5 unit of work including assessment task to meet the syllabus requirements and the needs of a case study class.

On successful completion you will be able to:

- Develop and apply research-informed knowledge and understanding of the central concepts, modes of enquiry and pedagogies of subject English through designing and sequencing learning experiences that meet the requirements of the NSW English curriculum.
- Develop, apply and evaluate 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 incorporating a variety of language modes and content and engage in critical evaluation and reflection.
- Demonstrate highly developed skill, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.
- Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

Presentation of Professional Digital Portfolio

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **01/11/2021-07/11/2021**

Weighting: **45%**

Engage in a professional conversation in which you demonstrate and discuss your professional digital portfolio and justify personal and research-informed perspectives on nominated aspects of English teaching (15 minutes using Zoom video conference).

On successful completion you will be able to:

- Develop and apply research-informed knowledge and understanding of the central

concepts, modes of enquiry and pedagogies of subject English through designing and sequencing learning experiences that meet the requirements of the NSW English curriculum.

- Develop, apply and evaluate 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 highly developed skill, creativity and judgement in the use of ICT through the preparation and inclusion of technology-based teaching resources and learning experiences.
- Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.
- Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Attendance Requirements

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Delivery

Learning in this unit will be delivered in the following ways:

- Synchronous learning activities (Delivered via Zoom video conference and/or On campus days) and incorporating group syndicate tasks. (See MQ timetable for details)
- Professional dialogue forums via iLearn forums
- Profession connected syndicate tasks and
- Independent diagnostic and formative tasks.

The forums, syndicate tasks and independent learning will be facilitated and supported by a tutor and the knowledge and tasks will feed into the tutorials.

Professional reading, dialogue and reflection are important components of this unit. Students will complete the weekly readings/viewings as indicated and participate in online professional dialogue, independent tasks and syndicate tasks throughout the session. Details of these will be provided on iLearn.

During synchronous tutorials students will participate in small group activities, whole class discussion and complete tasks as individuals, in pairs or small groups. Authentic case studies and school-based scenarios will be employed as well as videos of various aspects of teaching and learning. There will be opportunities for practising the strategies that teachers employ when developing positive learning environments. Independent scholarly research will be conducted into key topics and there will be opportunities to interrogate contested dimensions of various issues in English teaching.

Required textbooks

These textbooks will also be used in EDST8223 Teaching English in the Secondary School 2

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).

Sawyer, W. (2019). *Charged with Meaning: Becoming an English Teacher*, 2nd Edition. Seven Hills: Phoenix Education.

Weekly and recommended readings/videos are available via Leganto which is accessed from the iLearn site. You will have access to full-text digital versions of all readings including required textbooks.

Structure

The unit comprises 10 modules that focus on teaching English in Years 7-10. The modules will draw on evidence from published research, classroom teaching resources and other relevant material. The weekly program for the unit with the accompanying readings/ preparation is available on the unit iLearn site.

Unit iLearn site

This unit has a full web presence through iLearn.

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

Frequent (a minimum of twice weekly) access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, discussion forums, teaching resources, and support for tutorial tasks.

Various activities and materials for discussion and critical reflection will be posted. *Please check the iLearn site regularly.*

Unit Schedule

A detailed overview of all modules is in iLearn. All modules include integrated activities supporting development of planning, resource selection, textual analysis and planning quality assessment. Modules are supported by flipped content in Echo360, resources in iLearn and tutorial/independent learning activities. Each week students will be required to participate in a literature circle/book club based on nominated Young Adult fiction titles.

Module	Focus
1	English teaching: Syllabus, planning for learning and teaching multimodal texts
2	Teaching writing 1
3	Teaching writing 2
4	Language modes & Speaking and listening
5	Fostering inclusive, creative pedagogy for EAL/D learners
6	Teaching literature
7	Teaching reading
8	Numeracy in English & Teaching informative texts
9	Teaching poetry
10	Teaching drama

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for Master of Teaching units

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional NESA accredited qualification. All MTeach students must meet 80% of this attendance requirement.

All Internal tutorials begin in Week 1 of Session.

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 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 to lectures/flipped content 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.

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

Infrequent Students

1. The on-campus sessions on (See MQ Timetable for dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Reflexive:

As part of this unit, you will reflect on your future work as an English teacher and the various models of English teaching that underpin the NSW Syllabus.

Responsive:

Assessment Tasks 2 and 3 will develop your understanding of how to plan quality English lessons that meet the needs of a diverse range of students and that respond to the specific educational context in which you are working.

Ready to learn:

Tutorial activities and readings will help you to understand the factors shaping student performance in English and to consider how, despite working in a high stakes context, you can make learning experiences engaging and high quality.

Research engaged:

The unit readings will give you the opportunity to engage with and evaluate research relevant to your teaching and plan research-informed strategies for improving educational outcomes. You will use this research to support your perspectives and explore your English teaching.

