



# EDST8222

## Teaching English in the Secondary School 1

Session 2, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

Janet Dutton

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

Contact via Via Staff Contact in iLearn

25 Wally's Walk B523

Mondays 12-1 or by appointment

Credit points

10

Prerequisites

Corequisites

EDST8237

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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

**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. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

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

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 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 your course progression.

**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 <https://ask.mq.edu.au>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Presentation of Professional Digital Portfolio</u>	45%	No	23:55 30/09/2024
<u>Professional Dialogue</u>	15%	No	Ongoing
<u>Programming and Assessment</u>	40%	No	23:55 25/08/2024

### Presentation of Professional Digital Portfolio

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **23:55 30/09/2024**

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.

## Professional Dialogue

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 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 <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **23:55 25/08/2024**

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.

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<sup>1</sup> 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.

<sup>2</sup> 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

### Structure

The unit comprises weekly modules that involve: online and on campus tutorials, independent learning, and profession connected tasks.

The timetable can be found in the university [timetable](#).

### Delivery

Learning in this unit takes place in regular tutorials and professional dialogue forums, profession connected syndicate tasks and independent learning. The forums and independent learning will be facilitated and supported via a range of online methods and the knowledge and tasks will feed into the on-campus workshops.

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 in the unit schedule and/or iLearn. This unit will employ a series of short online lectures/flipped content and the video and copies of the lecture slides will be available from Echo360.

During 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**

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

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).

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. Textbooks will need to be purchased or borrowed from the MQ library.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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.
- **Uploading** of assessment tasks to **iLearn**.

## Unit Schedule

A detailed overview of the unit modules is published in iLearn.

- All modules include activities to support skills in planning, resource selection, textual analysis and planning quality assessments.
- Modules are supported by resources in iLearn, tutorial/independent learning activities, and flipped content in Echo360.
- Each week students will be required to participate in a literature circle/book club based on a nominated Young Adult fiction titles.

## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

## 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 (Secondary) units

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class 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.*

Activities completed during tutorials or on campus days 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 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.

### Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. **Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)**

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.
- 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.
- 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.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

### 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/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

## 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.

## 5 Rs 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 in schools and undertake situational analyses of school settings and design learning in English.

**Responsive:** Assessment Task 1 will support you to cater for the learning of a range of students including those from EAL/D backgrounds .

**Ready to learn:** Tutorial activities and readings will help you to understand the factors shaping quality English teaching and consider how your discipline knowledge can be applied to teaching a range of topics and skills in English.

**Research engaged:** The unit readings will give you the opportunity to engage with and evaluate research relevant to your English teaching and plan research-informed strategies for engaging student in their work in English. You will use this research to support your perspectives and explore your current and future English teaching.

**Resilience:** Activities in this unit focus on sustainable, high quality approaches to planning and assessing student work with the aim of supporting teacher workload.

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Unit information based on version 2024.01R of the [Handbook](#)