EDST6732

English Method 2

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Julie McFarland	j.m.mcfarland@unsw.edu.au	Monday 5.00 - 5.15 pm or email for an appointment	Monday 2.00-4.00 pm, Matthews 232	

Lecturers

Name	Email	Availability	Location	Phone
Renee Hajjar	r.hajjar.@unsw.edu.au	Monday 7.00 - 7.15 pm or email to make an appointment	Monday 5.00 - 7.00 pm Mathews 231	
James Cooper	james.b.cooper@unsw.edu.au	Monday 7.00 - 7.15 pm or email for an appointment	Monday 5.00 - 7.00 pm, Mathews 230	

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

Subject Area: *Education*

In this course, you will learn how to teach English at an advanced level in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans and curriculum plans. You will learn and practise a range of teaching strategies that maximise the learning potential of all types of learners in a safe, supportive, and highly engaged classroom environment. You will design for and implement teaching strategies that incorporate digital and other innovative strategies. You will also learn about a range of assessment and feedback strategies in the discipline, with a focus on assessment in the senior secondary school.

At the conclusion of this course the student will be able to

1. Identify essential elements of the NESA English Syllabuses, and strategies to support students as they transition between stages
2. Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3. Set achievable learning outcome/ intentions to match content, teaching strategies, resources and different types of assessment for a unit of work in English
4. Provide clear directions to organise and support prepared activities and use resources
5. Assess and report on student learning in English to all key stakeholders
6. Identify the characteristics of an effective English teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

Teaching Strategies

Rationale:

This subject continues to develop the students' ability to effectively teach English to secondary school students. Assessment and feedback are essential elements of effective teaching and will form a major part of this course.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

Teaching Strategies:

Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies.

Online learning from readings on the Blackboard 9 website.

Specific literacy strategies, such as Floor Storming, Dictogloss, Cloze and Three Level Comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2.1	Organise content into an effective learning and teaching sequence.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

National Priority Area Elaborations

Priority Areas	Elaborations
A - Aboriginal and Torres Strait Islander Education	5,8
B - Classroom Management	
C - Information and Communication Technologies	4,5,8,12
D - Literacy and Numeracy	1,4,7,8,10,11,12,15,19
E - Students with Special Education Needs	2,7
F - Teaching Students from Non-English Speaking Backgrounds	5,7,9

Assessment

Hurdle Requirement to be completed in class Week 7 Monday 3 September.

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Scope and sequence	40	2,3,4,5	1.3.1,1.5.1,2.1.1,2.2.1,2.3.1, 2.5.1,2.6.1,3.2.1,5.1.1,5.4.1	A: 5,8 C: 4,5,8,12 D: 4,8,10,11,12,15 E: 2 F: 5,7,9	21/08/2018 05:00 PM
Unit of work	60	1,3,4,6	1.3.1,1.5.1,2.1.1,2.2.1,2.3.1, 2.5.1,3.2.1,5.3.1,6.3.1	D: 1,4,7,8,11,19 E: 7 F: 9	10/09/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

Assessment Details

Assessment 1: Scope and sequence

Start date:

Details: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. Prepare an assessment task that directly links to the teaching and learning intentions for the term's work. Indicative length: 2000 words.A feedback sheet will be provided.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Unit of work

Start date:

Details: Using the scope and sequence prepared for Assessment 1 and the feedback received, prepare a unit of work for Stage 6 which covers approximately half the term. Indicative length: 3000 words.A feedback sheet will be provided.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST6732

Assessment Task: Scope and sequence

Specific Criteria	(-)————————>(+)				

Understand of the question or issue and the key concepts involved
 	
    ° Understands the task and its relationship to relevant areas of theory, research and practice
    ° Uses syllabus documents and terminology clearly and accurately
    ° Sequences tasks and activities to suit logical learning progression
    ° Integrates assessment task logically with learning intentions and learning sequence
    ° Provides effective formative feedback for student sample					

Depth of anaysis and/or critque in response to the task
 	
    ° Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary
    ° Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment GuidelinesNew rubric creiteria. Click EDIT to update or delete this item.					

Familiarity with and relevnce of professional and/or research literature used to support response
 	
    ° Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students
    ° Understands effective assessment practices					

Structure and organization of response
 	
    ° Organises and structures scope and sequence according to NESA guidelines and requirements
    ° Follows NESA assessment guidelinesNew rubric creiteria. Click EDIT to update or delete this item.					

Presentation of response according to appropriate academic and linguistic conventions ° Shows excellent command of English grammar conventions including spelling, syntax, and punctuation.					

Specific Criteria	(-)————————————>(+)
General comments/recommendations for next time:	

Lecturer

Recommended: **/20 (FL PS CR DN HD)**   **weighting : 20%**

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **<u>The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST6732

Assessment Task: Unit of work

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved ◦ Demonstrates knowledge of selected Stage 6 course and syllabus outcomes ◦ Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 ◦ Integrates formative assessment strategies throughout the unit of work					
Depth of anaysis and/or critque in response to the task ◦ Demonstrates understanding of academic and cultural diversity ◦ Includes a variety of pedagogical strategies to suit content of the Stage 6 course ◦ Designs appropriate activities and outlines lessons in sufficient detail without providing full plans ◦ Provides effective feedback opportunities to inform students of their progress					
Familiarity with and relevnce of professional and/or research literature used to support response ◦ Demonstrates understanding of the need to differentiate lessons to cater for diverse learners ◦ Understanding of a range of effective assessment practices					
Structure and organization of response ◦ Demonstrates ability to plan using backward mapping to meet selected outcomes ◦ Presentation of effective and engaging learning sequence					
Presentation of response according to appropriate academic and linguistic conventions ◦ Writes using correct Standard Australian English ◦ Has proofread and edited work to avoid typos and incorrect usage.					
General comments/recommendations for next time:					

Specific Criteria	(-)——————————>(+)

Lecturer

Recommended:　　　/20 (FL PS CR DN HD)　　　　　**weighting : 20%**

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website: https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 2: 30 July - 5 August	Lecture	Overview the course, assessments and expectations for the semester and introduction to Stage 6 *Julie McFarland/James Cooper*
	Tutorial	1. **Stage 6 Standard and Advanced Common content** Reading: Stage 6 Syllabus: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english
Week 3: 6 August - 12 August	Lecture	Texts in the classroom *Renee Hajjar*
	Tutorial	Stage 6: Modules Standard Reading: Stage 6 Syllabus: Standard http://syllabus.nesa.nsw.edu.au/english-standard-stage6/
Week 4: 13 August - 19 August	Lecture	Using excursions to enhance English teaching *Julie McFarland*

	Tutorial	Stage 6: Modules Advanced
		Reading: Stage 6 Syllabus: English Advanced
		http://syllabus.nesa.nsw.edu.au/english-advanced-stage6/
Week 5: 20 August - 26 August	Lecture	Extension English *Julie McFarland*
	Tutorial	**Drama Tutorial (Shakespeare) with Carla Moore** Reading: John Hughes, '*Playscripts and Performance',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp. 205 - 212 **and/or** Extension 1 & 2 Readings: Stage 6 Syllabus: Extension English http://syllabus.nesa.nsw.edu.au/english-extension-stage6/ and Ray Misson, *'Poststructuralism',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp 69 - 75
Week 6: 27 August - 2 September	Lecture	Reading to Write Module EAL/D English Stage 6 *Renee Hajjar*
	Tutorial	Stage 6: HSC EALD and/or English Studies (teacher choice depending on class needs) Reading: Stage 6 Syllabus: EALD http://syllabus.nesa.nsw.edu.au/english-eald-stage6/ and English Studies http://syllabus.nesa.nsw.edu.au/english-studies-stage6/

| Week 7: 3 September - 9 September | Lecture | Boys and Literacy

James Cooper

and

Voices from the classroom

Past UNSW students now teaching |
| | Tutorial | Assessment 3 Hurdle Requirement to be completed in class. |

Resources

Prescribed Resources

Book: Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

All students must have copies of the English syllabuses in class. You can download the new Stage 6 syllabus from the NESA website: http://syllabus.nesa.nsw.edu.au/stage-6/

and the current syllabus documents from Year 12 from: http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z

NSW DET (2014) *School Excellence Framework,* Sydney, NSW www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

Book: Fry, S. (2005), *The Ode Less Travelled*, U.K. Hutchison

Readings on the UNSW Moodle website

Recommended Resources

Books

Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press

Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne

Apple, M. & Beane, J. (Eds). (2007). *Democratic schools: Lessons in powerful education* (2nd edn.) Portsmouth, NH: Heinemann.

Attwood, B. (2005), *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.

Butt, D. Etal., (2000). *Using functional grammar: an explorer's guide.* 2nd edition, NCELTR, Sydney*.*

Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE

Edwards, K (2010). Exploring an Activity-based Approach to Teaching Shakespeare in Years 9-11. *Idiom, 46*(4), 19-20.

Eggins, s., (2004). *An Introduction to Systemic Functional Linguistics.* 2nd edition, Continuum, New York and London.

ETA NSW, *mETAphor: Special Grammar Issue,* No 2, 2011.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.

Halliday, M.A.K., (2004). *Introduction to functional grammar.* 3rd edition, Edward Arnold, London.

Harrison, Neil (2008) *Teaching and Learning in Indigenous Education,* Victoria, Australia Oxford University Press

Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years,* 20 (1) pp20- 25

Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning,* Routledge, NY

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxfor University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Irish, T. (2011). Would you risk it for Shakespeare? A case study of using active approaches in the English classroom, *English in Education,* 45 (1), 6-19.

Jonassen, D. (2000). *Computers as mindtools for schools: Engaging critical thinking.* Upper Saddle River, N.J.

Lutrin, B. And Oincus, M. (2004). *The English Handbook and Study Guide.* Bercelle Books.

Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne

McLoud, S. (2006), *Making comics: Storytelling secrets of comics, manga and graphic novels.* New York: Harper Collins

McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia

Meyer, H.M. & Thomsen, L. (1999). Actively Experiencing Shakespeare: Students "Get on Their feet" for *Henry IV, Part One. English Journal.* 88 (5), 58-61

Myhill, D., Lines, H. and Watson, A., 'Making Meaning with Grammar: A Repertoire of Possibilities' in mETAphor, Issue 2, 2011, 1-11

O'Toole, Johm (2007). Teaching Shakespeare: Why Shakespeare Still Matters in School. *Teacher: The National Education Magazine,* October, 46-49.

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching*

Profession. Cambridge University Press

Polette, Keith (2012). *Teaching Grammar Through Writing* (2nd ed.) Pearson Education, Inc.

Shoemaker, B. (2013). To Read or Not to Read: Five Approaches to teaching Shakespeare. *English Journal.* 102 (4), 111-114

Watson, K. (Ed) (2010) *Introducing Shakespeare.* Sydney: Phoenix Education.

Wells, K (2010) Australian slang – A story of Australian English http://www.australia.gov.au/about-australia/australian-story/austn-slang

Wiggins, G and McTighe, J (1998) *Understanding by Design.* Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Pres

Professional websites for English teachers

http://syllabus.nesa.nsw.edu.au/stage-6/

NESA (New South Wales Education Standards Authority) brings together the functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers. The Quality Teaching Council will continue to function under the auspices of NESA.

http://www.boardofstudies.nsw.edu.au/

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference materials, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website (new syllabus) and http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-std-adv.html (current syllabus).

http://www.dec.nsw.gov.au

The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material.

You should also be familiar with the material on literacy on the DEC site.

https://education.nsw.gov.au/curriculum/literacy-and-numeracy/literacy/literacy-continuum

http://www.aitsl.edu.au

The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

http://www.australiancurriculum.edu.au

This is the Australian Curriculum site.

http://www.nap.edu.au

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN has been a part of the school calendar since 2008.

https://www.aisnsw.edu.au/

The Association of Independent Schools

http://www.ceosyd.catholic.edu.au

The Catholic Education Office

PROFESSIONAL ASSOCIATIONS

http://www.englishteacher.com.au

The English Teachers Association (ETANSW) site. Join ETA as a student and receive their publication *mETAphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.

Tel   9572 6900

Email admin@englishteacher.com.au

http://www.petaa.edu.au

Primary English Teachers' Association Australia (PETAA)

Receive three professional books and five PETAA Papers each year.

Tel   9565 1277

Email info@peta.edu.au

http://www.alea.edu.au/

Australian Literacy Educators Association (ALEA)

Join as a student and receive three issues of *The Australian Journal of Language and Literacy* (AJLL) and *Literacy Learning: the Middle Years* (LL) each year.

Tel   1800248 379

Email office@alea.edu.au

Course Evaluation and Development

Method courses now have significant common elements: course learning outcomes, assessment tasks and marking rubrics. As a result work load and expectations are more aligned between method courses. Assessments are also now due within the same week. This assists with timely feedback and program planning. Additionally, a common on-line assessment module is scheduled for completion before participation in the Hurdle Requirement which takes place in the final tutorial.

In the opening lecture, we will discuss what was indentified in 2017 and how this course has changed as a result. For example, the last course identified that students would like more time spent on EALD, and so, additional tutorial time has been allocated to this course, as has lecture time.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G