

# TEAC 5007 ENGLISH CURRICULUM 3

**Credit Points** 10

**Legacy Code** 102865

**Coordinator** Luke Nolan ([https://directory.westernsydney.edu.au/search/name/Luke Nolan/](https://directory.westernsydney.edu.au/search/name/Luke%20Nolan/))

**Description** The subject will examine and model effective contemporary classroom practice in teaching adolescent reading within the discipline of English. The subject will provide opportunities to engage with adolescent literature. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabus and links with the K-6 curriculum will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on principles underlying English teaching to develop innovative lesson and subject planning, choose relevant and creative texts and how to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of cultural capacity using critical and imaginative English teaching will be presented.

**School** Education

**Discipline** Teacher Education: Secondary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND TEAC 7004 AND TEAC 7032

## Learning Outcomes

1. Demonstrate a comprehensive understanding of NSW English curriculum in Stages 4 and 5 with reference to reading texts.
2. Apply socio-cultural perspectives and pedagogical theories and approaches used in the English curriculum area to develop adolescent reading skills and meaning making.
3. Select and engage with texts that develop an understanding and appreciation of the cultural expression of Aboriginal and Torres Strait Islander Peoples.
4. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
5. Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning.
6. Design and select innovative teaching resources that apply a critically reflective approach to teaching English and include opportunities to develop students' reading.
7. Use a variety of teaching and learning strategies and resources, including ICT and a range of texts in teaching lessons and programs.
8. Reflect and research professional learning for English teachers.

## Subject Content

1. What is Adolescent Literature in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of English?
3. In what ways do active and engaging student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in English?
4. How are lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
6. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in English.
7. What is assessment for learning in English?
8. What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
9. In what ways has educational research contributed to the teaching and student learning of English?
10. What options are open to pre-service teachers to continue to learn about English teaching

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2012) English Syllabus K-10 Syllabus (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/>)

Teaching Periods

## Autumn Penrith (Kingswood)

**Day**

**Subject Contact** Luke Nolan ([https://directory.westernsydney.edu.au/search/name/Luke Nolan/](https://directory.westernsydney.edu.au/search/name/Luke%20Nolan/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5007\\_22-AUT\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5007_22-AUT_KW_D#subjects))