

TEAC 5008 ENGLISH CURRICULUM 4

Credit Points 10

Legacy Code 102866

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Description The subject will examine and model effective contemporary classroom practice in teaching adolescent writing within the discipline of English. The subject will provide opportunities to engage with the craft of writing. The specifics of the relevant NSW Education Standards Authority Years 7-12 Syllabuses 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 writing 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/) page.

Level Postgraduate Coursework Level 5 subject

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

Restrictions

Students in program 1714 must have the English Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

- Demonstrate a comprehensive understanding of how writing is scoped and sequenced in NSW English curriculum in Stages 4-6.
- Apply socio-cultural perspectives and pedagogical theories and approaches used in the English curriculum area to develop writing for social purposes and meaning-making.
- Select and engage with narrative and expressive texts that develop an understanding and appreciation of the cultural expression of Aboriginal and Torres Strait Islander peoples.
- 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.
- Prepare a suitable range of assessment instruments that use valid, reliable and consistent judgements of student learning in relation to writing.
- Design and select innovative teaching resources that apply a critically reflective approach to teaching English and include opportunities to develop students' writing.
- Use a variety of teaching and learning strategies and resources, including ICT and a range of multi-modal texts in teaching lessons and programs.
- Reflect and research professional learning to develop the explicit teaching of writing within the discipline of English.

Subject Content

- What is the nature of the craft of writing in the junior and senior years of secondary education? How is writing linked to what is taught in the junior and middle years of secondary education?
- How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of writing in English?
- In what ways do active and engaging, student-centred teaching practices characterise the teaching of writing? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in English?
- How is writing scoped and sequenced in the subject?
- Why is it necessary to continue to differentiate in the teaching of English in the senior years of secondary education? How do teachers go about differentiation?
- How may the incorporation of multi-modal and representation texts support the achievement of quality writing?
- How can we effectively assess and develop writing?
- What records do teachers keep? How are those records used in reporting student performance at the HSC and for awarding the Record of Student Achievement (ROSA)?
- In what ways has educational research contributed to the teaching and student learning of the subject?
- What options are open to pre-service teachers to continue to learn about the craft of writing?

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.

Type	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]. (2017) English Stage 6 Syllabuses (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/>)

Teaching Periods

Spring (2022) Penrith (Kingswood)

Day

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5008_22-SPR_KW_D#subjects)

Spring (2023)

Penrith (Kingswood)

On-site

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC5008_23-SPR_KW_1#subjects)