

EDUC90437 Learning Area English 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours
Prerequisites:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	<p>English Learning Area 1 is offered to teacher candidates wishing to specialise in English teaching from Years 7 to 12.</p> <p>This subject will focus on the following key areas: developing pedagogical content knowledge of the language modes—reading, writing, speaking and listening; developing an understanding of the ways in which a diverse range of texts is used in the secondary English classroom to develop students' literate practices; developing an understanding of English curriculum history and the current English curricula (AUSVELS, The Australian Curriculum: English and the VCE Study Design); using curricula to plan for learning and teaching in English.</p> <p>These three areas will be explored with two simultaneous imperatives in mind: the need to teach knowledge about language in a contextualised, integrated manner and the need to teach to diversity.</p> <p>Students will learn to plan and evaluate learning and teaching experiences in light of these focus areas and imperatives; to develop a wide range of constructive monitoring, assessment and evaluation strategies; and to link their classroom practice with key theory and research into English teaching, through wider reading.</p> <p>Teacher candidates will explore the ways that general capabilities such as numeracy relate to secondary students' interpretation, analysis and creation of texts. In particular, the significance of statistics, numbers, measurements and directions will be considered in relation to argument and persuasion, and graphic organizers will be utilized to support reading and writing.</p> <p>This subject will promote a strong sense of peer sharing and support, such that students will be continuously reflecting on their own developing philosophy of English teaching.</p>

Learning Outcomes:	<p>On completion of this subject, teacher candidates should be able to demonstrate:</p> <ul style="list-style-type: none"> # Familiarity with key curriculum policy statements for English in secondary schools # Understanding of the ways cross curriculum priorities and general capabilities impact on teaching and learning in subject English # The ability to plan and evaluate learning and teaching experiences around these curriculum policies # Understanding of pedagogical approaches to teaching reading, writings, speaking and listening # Understanding of ways of teaching language in context # Ability to draw appropriately on educational theory and research when planning and evaluating teaching and learning practices # Acknowledgement of and response to student diversity and different learning styles in the English classroom # The application of a range of constructive monitoring, assessment and reflection procedures # Professional collegiality # Ongoing development of a personal philosophy of English teaching. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.5 Literacy and numeracy strategies 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement</p>
Assessment:	<p>There are 3 assessment tasks: Reflection on micro-teaching (600 words) due early semester, 15% Design of a sequence of lessons to support reading in Years 7-10 (1600 words) due mid semester, 40% An analysis of student writing (1800 words) due end of semester, 45% There are 2 hurdle tasks: Micro-teaching presentation – 10 minute presentation scheduled in the first part of the semester Lead discussion of weekly readings (once during the semester) This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
Prescribed Texts:	<p>Key resources will be accessible online at the commencement of the subject.</p>
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.

Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)