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Salon VATE Year Level Discussion Questions

The Australian Curriculum: English

Year Level 7 8 9 10

(circle one)

Please use this rating scale

SD=(Strongly Disagree) D=(Disagree) A =(Agree) SA=(Strongly Agree)

1. The content descriptions (please rate SD - SA)

- are clear and unambiguous
- are clearly articulated
- are sequenced appropriately
- are sufficiently challenging for students at this level
- cover important content for this learning area

Identify content that should/should not be included, providing reasons.

Provide any additional comments about the content descriptions.

2. The content elaborations (please rate SD - SA)

- illustrate the content descriptions effectively and sufficiently
- are clear and unambiguous
- are relevant and appropriate illustrations of the content

Provide any additional comments about the content elaborations

3. The achievement standards are (please rate SD - SA)

- clear and unambiguous
- sequenced appropriately
- sufficiently challenging for students at this level

Provide any additional comments about the achievement standards

4. The proposed strands (Language, Literature, Literacy)

- are useful for defining what should be taught and learnt
- are useful for designing teaching and learning programs

Provide any additional comments about the strands

Salon VATE Year Level Feedback

Feedback – Year 7

1a.

D – Too theoretical a document. Does not read like an accessible working document.

SD – Verbs proceed nouns in this document. Why? Little sense of a logical sequence.

SD – Too challenging

D – Some of the content is inappropriate for this level e.g. aesthetics

1b.

Should be included: Evaluative vocabulary; vocabulary extension

Should not be included: Object to some of the values teaching that underlies this e.g. 'Impact of English as a language in Asia.'

1c.

The language is unnecessarily difficult eg hypertheme

Spelling error 'refecting'

Concerned about the three strands for the content being different to the three strands of assessment

A cumbersome and unwieldy document

Very difficult to use as a working document

Confusingly repetitive

Feedback – Year 8

1a.

D – not always clear

A – What does it mean? Too often clear language but these are bits of information

SD – Language/ SA – Literature

Highly debatable – can't stop talking text. What are we going to teach?

1b.

Why are some technicalities taught at specific levels?

Language history, changes to language – why/

Impact of English in Asia. Relevance to students? All our students don't come from Asia. Therefore changes to language in Year 8 – language changing. Why do students at year 8 need to know this when we are trying to teach everything else.

1c.

Compartmentalised – not how experienced English teachers teach English

Compartmentalising pf language/literacy strands thus very hard to know overall curriculum course that integrates all the elements that we need to include

So many things that need to be covered – so will it be tokenistic – tick box mentality

Not sequential skills based curriculum design – busy work?

Too theoretical, too bitsy, not sequential

Relies too much on pre-knowledge

Texts are central – not language and literacy

Feedback – Year 9

1a.

SA – perhaps too challenging at times

A – could this same content be covered in Humanities?

1b.

All is possible but can all be done?

1c.

Clarify use of language

Using dictionary and thesaurus – in lower levels of secondary school

Schools need to be included

Training needs to be provided for teachers

Feedback – Year 10

1a.

Can't judge. Too much of a lea between 9/10 Literacy

1b.

Concerns: Evaluation – Year 10 – Too abstract, developmentally inappropriate at Year 10 level

1c.

Why are Literature and Language separated? Too hard in some areas.

2.

Language – History of language – examples lack breadth/inappropriate/why not include comparison/contrast – modern language usage

Concerns – Aboriginal and Torres Strait Islander literature. Can we find suitable texts? Authentic texts? Should be texts by? We need a list of suitable resources. Decent resources out of print.

Salon VATE GC and CCD Discussion Questions

The Australian Curriculum: English

Please use this rating scale and add your comments below each statement

SD=(Strongly Disagree) D=(Disagree) A =(Agree) SA=(Strongly Agree)

1. The Rationale and Aims for English provide a clear foundation and direction for the curriculum.
2. The draft curriculum sets out what is essential that students learn.
3. The draft curriculum strikes the right balance between being overly prescriptive and too vague.
4. The draft curriculum allows for an appropriate level of local flexibility in the delivery of the curriculum.
5. The General Capabilities are relevant and achievable in the 21stC English classroom.
(Numeracy, literacy, intercultural understanding, ICT, thinking skills, creativity, ethical behaviour, teamwork and self management)
6. The cross curriculum dimensions are relevant and achievable in the 21stC English classroom.
(Indigenous perspectives, sustainability, engagement with Asia)
7. The proposed strands (Language, Literacy and Literature) are a useful way to organise the English curriculum in the 21st C for:
 - a. The purpose of defining what should be taught and learnt
 - b. The purpose of designing classroom teaching and learning programs
8. Any other comments

Salon VATE General Capabilities Feedback

1.

para 2: Apple pie and motherhood – not a rationale

para 3; Centrality of text and language is primary and should be prioritised

Include the role of English in developing sophisticated, complex and subtle forms of higher order thinking

2.

It sets out too much – far more than 'essential'. May do better if it was less ambitious. The Literacy strand is verbose, repetitive and poorly organised.

3.

Language strand overly prescriptive.

Literature strand – too vague

4.

It does allow local flexibility in the delivery because it says nothing about the texts.

Great deal of focus on teaching reading – a great deal seems to operate on the assumption that the mode is reading. Very little on teaching writing explicitly e.g: nominalisation = the thing you do to write essays Verbs= more lively writing

5.

Too many GC.

Too complicated

Don't want to have to tick boxes or assess them

Get rid of them

6.

The focus on Asia and Indigenous does not match up with the year levels.

Points about Asian and Aboriginal English.

7.

Texts need to be central

- a. How the three Ls are assessed through the modes is incongruous.
- b. Teachers design around text and possibly skill development

8.

The Text – Contextual Understanding – Linguistic Structures and Features – Strategies. These features of the previous curriculum was useful.

Salon VATE Overall Opportunities & Challenges Feedback

Overall opportunities

- Explicit chance to discuss – Asian, indigenous and sustainability perspectives
- Grammar teaching PD required
- General capabilities implicitly imbedded
- Overlapping of three strands
- Content – opportunities for flexibility in developing curriculum – not too prescriptive
- Consistency in national curriculum
- To reflect
- To have input
- To question what and why?
- To achieve unity among states
- Funding and resources can be developed nationally
- Professional learning for teachers in particular language
- An opportunity for students to reflect more on their writing (not just in VCE)
- As teachers skill-up an opportunity to understand and reflect more on ourselves on the technicalities in order to help students improve their writing
- Shared language = employment and communication between the states
- Informs/connections to cross curriculum dimensions and general capabilities
- Language and Literacy strands - states out content of subject English – common language

Overall challenges

- What you have to 'knock out' – very jam packed
- Boundaries b/t English/History
- Teaching grammar in context
- Interaction b/t state and federal education dep't
- Grammar – particular to year levels? Teacher knowledge to implement (their skills) How explicit is the teaching of grammar?
- Tight timeline b/t trialling and full implementation
- State by state assessment will undermine
- Tokenistic unless there is national assessment
- Keeping the three strands integrated
- Keeping texts at the heart
- The only way it can be made sense of is through text
- Secondary teachers as literacy teachers
- Skilling up of teachers especially in Language strand
- A common language for teachers and students to talk about language
- Assumes students have a higher language e.g at Year 7
- Breadth and depth becomes an issue
- Too specific, less sense of continuum
- Confusion between elaborations and content descriptions – too much detail in elaborations
- Sophistication of concepts
- Given way achievement strands are written, not sure how they will work
- Elaborations too prescriptive