

# Exploring the learning areas: English

## Transcript of video

### Online professional development Semester 2 2011

This video is available for viewing at [www.qsa.qld.edu.au/15812.html](http://www.qsa.qld.edu.au/15812.html)

Speaker: Welcome to exploring the learning areas for English. Today we are going to go through some of the key components of the Australian Curriculum for English. This presentation is accompanied by a booklet, which is also available on the QSA website. You may like to download and use this booklet through the presentation as it gives opportunities for activities and further information around the Australian Curriculum for English.

The first thing we are going to look at today is the rationale and aims for English. The rationale and aims give important information around the development of the Australian Curriculum for English, highlights the valued features of the Australian Curriculum, and gives links to general capabilities and cross-curriculum priorities, which are evident within the Australian Curriculum for English. The rationale and aims are also in your booklet in section 2.1. You can also find the rationale and aims on the Australian Curriculum website under English, and it is the first thing that appears once you open the English curriculum.

The organisation of the learning area is in section 2.3 of the English booklet. This is an ACARA factsheet that can be found on the ACARA website ([www.acara.edu.au](http://www.acara.edu.au)). It gives further information around the development of the Australian Curriculum for English, and some information around the organisation and structure of this learning area.

Year level descriptions are found in the learning area of English and are found above the content description for each year level. In section 2.4 of your booklet, these year level descriptions have been included for your reference. The year level descriptions give information around the interrelated nature of the strands of language, literature and literacy, and give information specific to particular year levels. It is important to note that the year level descriptions have been written as single year level statements for Prep, Year 1 and Year 2, and then are written as two-year junctures for Year 3 and 4, Year 5 and 6, Year 7 and 8, and Year 9 and 10.

However, even though they have been written as two-year junctures, there are slight and subtle differences between the two-year junctures. So if you were looking at the Year 5 and Year 6 year level descriptions, for example, you would notice that although they look very similar, there are slight differences in wording that you would need to address if you were teaching those year levels.

Section 2.5 in your booklet has an activity around the year level descriptions in English. What it asks you to do is examine a year level description of your choice. Highlight what is being valued in the year level. Are there any big ideas being developed? And how does the year level you are looking at relate to the rest of the phase?

Content strands and sub-strands are the next thing we are going to be looking at in this presentation. Content strands for English are organised under Language, Literature and Literacy, and further under those content strands are sub-strands. Each of the sub-strands under Language, Literature and Literacy run from Prep to Year 10 with the exception of sound and letter knowledge, which is a sub-strand under the Language strand, which runs from Prep to Year 2.

Sitting above the content strands in English are the general capabilities and cross-curriculum priorities. These general capabilities and cross-curriculum priorities are embedded into content in the learning areas, where appropriate. The next layer is texts students listen to, read, view and create, and this was highlighted in the year level descriptions and the activities, which we just addressed.

We now have three short video snippets. The videos include Professor Peter Freebody, who was the lead writer of the shape paper for the Australian Curriculum for English. The first video gives some information around the nature of the Australian Curriculum P–10 and the continuity of learning that occurs. The second video is around the Language strand of the Australian Curriculum. The third video is around the Literature strand and has specific information for primary school teachers around the Literature strand, and possible conversations teachers may choose to have around literature in the Australian Curriculum.

(Video excerpt. Original video can be viewed in full at: [www.australiancurriculum.edu.au/English/Introduction](http://www.australiancurriculum.edu.au/English/Introduction))

The next things we are going to look at are content descriptions and elaborations. Content descriptions are what teachers are expected to teach, and each content description is supported by elaborations. The elaborations are not mandatory. They are simply illustrative examples to support teachers in implementing the Australian Curriculum.

Section 2.6 of your booklet outlines an activity around curriculum mapping. On the QSA website we have curriculum mapping where we have mapped the Queensland *Essential Learnings*, the *Early Years Curriculum Guidelines* and the *Year 10 Guidelines* to the Australian Curriculum. The curriculum mapping has icons. The flame is a new content that is not currently included in the Queensland curriculum at any year level, or a change of focus. The double-headed arrow is a content that is currently included in the Queensland curriculum but has moved to a different year level in the Australian Curriculum.

In the mapping documents you will notice where there is a double-headed arrow, there is an indication as to where the content has shifted from and to. The exclamation mark is possible areas where bridging learning experiences will be necessary due to new or shifted content. If you are looking at the mapping on the QSA website, you

may like to do the activity in section 2.6 of the booklet, comparing the Australian Curriculum: English to the Queensland English *Essential Learnings*. It asks you to consider the mapping of the Australian Curriculum: English for a particular year level in your phase of learning. The questions are: What implications does the mapping have for your planning? How can you interrelate the three content strands in your teaching?

That brings the presentation for English in the Australian Curriculum to a close. However, we do have an Australian Curriculum forum on the QSA website ([www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)), and this is a place to join the discussion and share information and get answers to your questions related to the Australian Curriculum.