English Stage 5 (Year 10) – teaching and learning program – part 2

Digital stories – Phases 3 and 4

This resource is a sample teaching and learning program for Year 10, Term 4. In this program, students engage with a range of multimodal digital texts to explore innovative ways to tell stories. Students deepen their appreciation of how authority over meaning is negotiated through acts of authorship, publication and interpretation in digital texts. Students analyse a range of texts that manipulate digital technology to construct narratives. These texts tell nonlinear or interactive stories about historical, social, cultural or ethical issues to communicate ideas and influence viewpoints. Students will apply the codes and conventions of multimodal texts to shape meaning in their own compositions.

Table 1 provides a cover page for the teacher and class. Update the table based on the class details and contextual details.

Table 1 – class details

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | Class | Term and duration | Start date | Finish date |
| [Teacher name] | [Class name and code] | [Specify hours and make note of known interruptions to timetabled classes] | [Date, Week and Term] | [Date, Week and Term] |

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**Updating the table of contents**

Want to update the table? Have you added content to the document and noticed the page numbers have changed? As you add content to this report, you can update the table of contents to accurately reflect the page numbers within the resource. To update the table:

* Right click on the table and select ‘Update table of contents’ (in the browser version) or ‘Update field’ (in the desktop app). In the browser version, it will automatically update the entire table.
* In the desktop app, you will then need to select ‘Update entire table’. Your table numbers should then update to reflect your changes.

# About this resource

This sample teaching and learning program has been developed to assist teachers in NSW Department of Education schools to create learning experiences that are contextualised to their students’ needs, interests and abilities for the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022). It provides an example of one way to approach programming through a conceptual lens.

## Purpose of resource

This document includes teaching and learning instructions for:

* Phase 3 – discovering and engaging analytically with the core text
* Phase 4 – deepening connections between texts and concepts

This sample teaching and learning program is not a standalone resource and aligns with the following support materials. It is intended to be used in conjunction with the following materials:

* Assessment task notification – Digital stories – interactive multimodal digital text (group composition) and individual reflection – Term 4
* Assessment task stimulus texts – Digital stories
* Core formative tasks booklet – Digital stories
* Teaching and learning program – part 1 – Digital stories – Phases 1, 2, 5 and 6
* Resource booklet – part 1 – Digital stories – Phases 1, 2, 5 and 6
* Resource booklet – part 2 – Digital stories – Phases 3 and 4
* Phase 2 – simple and complex ideas – PowerPoint
* Phase 3 – types of narrative structures – PowerPoint
* Phase 4 – exploring authority in the core text – PowerPoint
* Phase 5 – how to use Canva for Education – PowerPoint
* Phase 5 – reflective writing – PowerPoint
* Year 10 scope and sequence.

All documents associated with this resource can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

## Target audience

This sample is intended to support teachers and curriculum leaders as they develop contextually appropriate teaching and learning resources for the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022).

## When and how to use

This teaching and learning program, which includes Phases 3 and 4, has been designed for Term 4 of Year 10. It provides opportunities for the teacher to support students to understand how a unique relationship between composer and responder can be established in digital texts. The teaching and learning activities in this document are intended to be taught at the completion of the teaching and learning activities in **English Stage 5 (Year 10 ) – teaching and learning program – Digital stories – part 1**, after the formal assessment has been submitted. The program and associated materials can be used as a basis for the teacher’s own program, assessment or scope and sequence, or be used as an example of how the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) (NESA 2022) can be implemented. The program and associated resources are not intended to be taught exactly as is presented in their current format. Teachers using this program and the associated materials should adapt these to suit their students’ needs, interests, abilities and the texts selected. The resources should be used with timeframes that are created by the teacher to meet the overall assessment schedules. All teaching and learning programs and resource booklets for Digital stories can be found on the [Planning, programming and assessing English 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10) webpage.

This program provides success criteria aligned to each learning sequence. These are suggestions only. While success criteria can be presented to students, evidence-based research suggests that it is important to [share success criteria](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/sharing-success-criteria) with students. They should be discussed and agreed using language the students can understand. The department’s [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage provides a range of links to support the use of learning intentions and success criteria. It also provides further information and examples of what it could look like in the classroom and suggestions for further reading.

The following is an outline of some of the ways this program can be used. Teachers can:

* use the teaching and learning program as a model and make modifications reflective of contextual needs
* examine the teaching and learning program, assessment notification, core texts booklet and resource booklet during faculty meetings and planning days and collaboratively refine them based on faculty or school goals
* examine the materials during faculty meetings and planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and the sharing of student work samples
* use the programming, assessment practices, or syllabus planning detailed in the program as an opportunity to backward map Years 10 to 7.

This program aligns with the completed Year 10 scope and sequence. This ensures all syllabus requirements are met across the stage.

Before using this resource, teachers are encouraged to investigate [8 Aboriginal Ways of Learning](https://www.8ways.online/), and explore the [protocol](https://www.8ways.online/our-protocol) established and the ways other school communities have adapted these pedagogies for their unique learning communities. It is important schools create their own community links by connecting with and consulting local Aboriginal communities about the learning pedagogies of the land on which they teach and learn. This is outlined in [The Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-consultative-group-partnership-agreement).

In this way, teachers can take responsibility for ensuring a cultural exchange, avoid cultural appropriation and make their students aware of the importance of seeking permissions, following cultural protocols and connecting with community. The [Map of Indigenous Australia](https://aiatsis.gov.au/explore/map-indigenous-australia) is a useful resource for teachers wishing to explore this process with students.

**Teacher note:** the blue feature boxes include instructions for the classroom teacher engaging with this program. They provide suggestions for how content could be delivered and links to additional resources.

**Literacy note:** the pink feature boxes includeinformation about explicit and targetedliteracy instruction. These contain links to department resources to support teachers and students in developing key literacy skills within the context of the teaching and learning activities.

**Differentiation note:** the grey feature boxes include suggestions and strategies to support differentiation for a diversity of learners. The differentiation notes can be found in the ‘Evidence of learning and evaluation’ column of the teaching and learning program.

## The organisation of this teaching and learning program into phases

This teaching and learning program is organised according to the principles of the Secondary English curriculum team’s [Phases approach to conceptual programming](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/planning-programming-and-assessing-english-7-10/phases-approach-to-conceptual-programming). The term ‘phase’ helps to organise planning by identifying the specific purpose of each section within a teaching program. Each phase focuses teacher and student attention onto matching learning intentions. These are aligned with appropriate and effective strategies, particularly for the development of deep student conceptual engagement. The Phases Project aims to support the sequencing and progression of learning based on the pedagogical principles of:

* clear learning intentions and success criteria
* specific process verbs linked to outcome content
* the organisation of interactions in the learning environment that extend from teacher-directed, through to collaboration and independent practice.

# Digital stories

The overview provides a concise description of key information about the teaching and learning program and the assessment.

## Overview

In this program, students engage with a range of multimodal digital texts to explore innovative ways to tell stories. Students will deepen their appreciation of how authority over meaning is negotiated through acts of authorship, publication and interpretation in digital texts. Students analyse a range of texts that manipulate digital technology to construct narratives. These texts tell nonlinear or interactive stories about historical, social, cultural or ethical issues to communicate ideas and influence viewpoints. Students will apply the codes and conventions of multimodal texts to shape meaning in their own composition.

**Duration:** this program of lesson sequences is designed to be completed over a period of approximately 10 weeks. The assessment task has been scheduled for Week 5 submission to ensure that reporting and RoSA grade submission deadlines can be met. Phases 3 and 4 should be taught after Phases 1, 2, 5 and 6 and once students have submitted their formal assessment.

# Teaching and learning program rationale

**Teacher note:** the rationale expands on the overview. It establishes the learning goals, identifies what is going to be achieved and the reasons for the content and structure of the program. It aligns with the syllabus outcomes and reflects the requirements of the syllabus planning tool, the scope and sequence and the assessment schedule. The value of the learning beyond the classroom is established and there is a connection to the wider world and the relevance to students’ futures.

This teaching and learning program supports students to understand how interactive multimodal digital texts offer new and innovative ways of representing ideas and stories. They will develop an understanding of and appreciation for how codes and conventions and interactive elements are used in multimodal digital texts. Students will consider how these elements work to position the responder and allow them to become active participants in the text. Through exploring notions of authority in interactive digital texts, and how it can be shared between composer and responder, students consider why digital texts are popular with contemporary responders. They develop skills in collaboration as they work in a group to apply their learning when composing their own interactive multimodal digital text for the assessment task.

## Guiding questions

The guiding questions below outline the direction of the learning for the program. They are developed in relation to the syllabus aim and rationale, the relevant syllabus outcomes and the evidence base. They can support class discussion and help students monitor their learning.

* How do multimodal digital texts challenge responder and composer experiences?
* How can multimodal digital texts be used to construct narratives and explore complex ideas in innovative ways?
* How do multimodal digital texts offer new and interactive reading experiences?

### Conceptual programming questions

The conceptual programming questions are carefully aligned to outcome content points, and they guide teaching and learning. These provide the teacher and students with further opportunities to consider the conceptual direction of learning.

Table 2 – overview of the 6 phases and accompanying conceptual programming questions

|  |
| --- |
| **Phase 1 – engaging with the unit and the learning community** |
| * Why have humans shared stories throughout time? |
| **Phase 2 – unpacking and engaging with the conceptual focus** |
| * What is digital storytelling? * What strategies can be used in digital texts to invite responder interaction? * How can digital platforms be used to compose interactive multimodal texts?   **Teacher note**: in this program, Phase 5 should be taught after the completion of Phase 2. This should ensure that students can build the skills and understanding essential for successful completion of the assessment task. |
| **Phase 3 – discovering and engaging analytically with the core text** |
| * How are the codes and conventions of multimodal texts used to position an audience? * How can multimodal and digital texts increase opportunities for hybridity? * How can interactive texts present opportunities for responders to reflect on values, identities and experiences? |
| **Phase 4 – deepening connections between texts and concepts** |
| * How can authority over meaning be distributed and negotiated in an interactive multimodal text? * How can telling stories through multimodal forms enhance the engagement of contemporary audiences? * How do digital texts position responders in different ways to non-digital texts? |
| **Phase 5 – engaging critically and creatively with model texts** |
| * How can model texts provide inspiration for students’ own texts? * How can an understanding of the features and structures of reflective writing support students to compose a reflection?   **Teacher note**: in this program, Phase 5 should be taught after the completion of Phase 2. This should ensure that students can build the skills and understanding essential for successful completion of the assessment task. |
| **Phase 6 – preparing the assessment task** |
| * How can marking guidelines and sample assessment task responses be used as a support for learning? * What are the best strategies for developing and expanding skills in planning, monitoring and refining composition?   **Teacher note:** in this program, Phases 3 and 4 should be taught after the completion of Phase 6 and the submission of the formal assessment task. |

## Assessment overview

**Teacher note:** this is a concise overview of the formal assessment aligned with this program and an outline of the formative assessment practices.

**Formal assessment:** students will work in a group to compose an interactive multimodal digital text. They will also complete an individual reflection.

**Formative assessment:** in this program, students will complete 3 formative tasks to build interest, skills and knowledge towards the formal assessment task. These tasks focus on the planning stage of the composition process, analysing the codes and conventions used in model texts and reflective writing.

See the **Core formative tasks booklet – Digital stories** for an overview of tasks.

## Outcomes and content groups

A student:

* **EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts
* reading, viewing and listening skills
* reading, viewing and listening for meaning
* **EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
* representation
* code and convention
* narrative
* **EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes**
* **argument and authority**
* **EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning**
* **writing**
* **representing**
* **EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts
* planning, monitoring and revising
* reflecting

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Core texts and text requirements

The texts identified in the table below have been used as ‘core texts’ in Phases 3 and 4 of this program.

**Teacher note:** texts referred to in this teaching and learning program may contain words and descriptions which may be culturally sensitive and which might not normally be used in certain public or community contexts. Terms, which reflect the values and attitudes of the colonial society in which the texts are set or refer to, may be considered inappropriate today in some circumstances.

Table 3 – core texts and their alignment to the text requirements

|  |  |  |
| --- | --- | --- |
| Text | Text requirement | Annotation and overview |
| Boltin K (2021) [*Ravi & Emma: an interactive documentary in Southern Dialect Auslan*](https://raviandemma.sbs.com.au/#:~:text=Ravi%20and%20Emma'%20is%20an%20interactive%20documentary%20in%20Southern%20Dialect)*,* Special Broadcasting Service (SBS), Australia. | The interactive digital text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022) as students are required to engage meaningfully with texts about diverse experiences, including authors with a disability. **EN5-RVL-01** requires students to use a range of strategies to read complex texts.  This interactive digital text contains a range of markers which align to the complex level of the Text Complexity scale as per the [National Literacy Learning Progression (NLLP) (V3).](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) It provides students opportunities to engage with a text with words from other languages (Southern Dialect Auslan) that include unique structural elements. | *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* is an engaging interactive text that is accessible to all learners. It demonstrates how narratives can represent and shape personal and shared identities and experiences through the dual points of view of Ravi and Emma.  Interacting with this text will support students to appreciate how narrative conventions of interactive digital texts can represent ideas and values to shape audiences’ responses.  A study of this text will allow students to explore diverse cultural experiences and develop an understanding of how meaning is constructed in texts to shape audience engagement. |
| Etingof B (2017) [*K’gari: the real story of a true fake*](https://www.sbs.com.au/kgari/#:~:text=Unleash%20the%20natural%20forces%20of%20K%E2%80%99gari%20to%20destroy%20one%20of), Special Broadcasting Service (SBS), Australia. | The interactive digital text helps meet the [Text requirements for English 7–10](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview#course-requirements-k-10-english_k_10_2022) as students are required to engage meaningfully with multimodal and digital texts and experience a range of texts by Aboriginal authors. **EN5-RVL-01** requires students to read texts that are increasingly complex and present perspectives and experiences of Aboriginal Peoples.  This interactive digital text contains a range of markers which align to the highly complex level of the Text Complexity scale as per the [NLLP (V3)](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/). It provides students opportunities to engage with a text with subtle evaluative language reflecting author viewpoint, multiple voices that depict cultural and historical references, and complex visual and audio features. | *K’gari: the real story of a true fake* is an engaging interactive text that, with support, is accessible for all learners. It develops readers’ understanding of the concepts of representation and narrative to evoke questions about argument and authority.  Engaging with this text will support students to appreciate how authority over meaning in multimodal and interactive texts can be distributed and is a negotiation between acts of authorship, publication and interpretation.  A study of this text will allow students to explore diverse cultural experiences and develop an understanding of how authority of a text is continually negotiated and reassessed by readers. Students will develop an understanding of how narrative conventions vary across media, and how narratives can represent and shape personal identities, values and experiences.  Aboriginal and Torres Strait Islander Peoples are advised that this text contains reference to people who have died. |

# Phase 3 – discovering and engaging analytically with the core text

The ‘discovering and engaging analytically with the core text’ phase facilitates a strong initial personal connection to the core text. Students will analyse the codes and conventions used in the interactive digital story [*Ravi & Emma: an interactive documentary in Southern Dialect Auslan*](https://raviandemma.sbs.com.au/). In this phase, students will consider how authority is shared between composers and responders in digital texts. Through engagement with this phase, students will develop an appreciation of the ways authority can be distributed and negotiated, and how interactive texts present opportunities to learn new skills that have relevance to their lives outside the classroom.

The aim of this phase is to increase students’ understanding of the distinctive language forms, features and structures specific to digital texts. Students begin investigating the ways language forms and features are used by composers for specific purposes and effects. Students are guided to respond analytically and experiment with the application of known and new knowledge and skills.

**Please note: *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*** requires access to devices that have a webcam. If webcams are not available, adapt the activities in this phase using another text such as [*The Last Generation*](https://www.pbs.org/wgbh/frontline/interactive/the-last-generation/) or [*My Grandmother’s Lingo*](https://www.sbs.com.au/mygrandmotherslingo/)*.*

**Expected duration:** this phase should take approximately 6 to 8 lessons.

**Teacher note:** teachers are advised to choose learning sequences and activities from this phase which best suit their class and can be completed in the available time.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* How are the codes and conventions of multimodal texts used to position an audience?
* How can multimodal and digital texts increase opportunities for hybridity?
* How can interactive texts present opportunities for responders to reflect on values, identities and experiences?

Table 4 – discovering and engaging analytically with the core text

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| EN5-RVL-01  Reading, viewing and listening for meaning  Investigate how layers of meaning are constructed in texts and how this shapes a reader’s understanding and engagement  EN5-URA-01  Code and convention  Explain how texts use, adapt or subvert textual conventions across a range of modes and media to shape new meanings****, and explore this in own texts****  ****Teacher note:** bold outcome content is not addressed in this learning sequence.** | **Phase 3, sequence 1 – exploring hybridity in the core text**  **Learning intentions**  By the end of this learning sequence, students will:   * understand how the core text uses hybridity * understand how hybridity can shape responses to a text.   **Teacher note:** students explored hybridity in digital multimodal texts in **Phase 2, activity 1 – understanding interactivity and hybridity**. Additionally, you can explore the English curriculum team’s professional learning [Harnessing the power of hybrid texts to enrich student writing](https://schoolsnsw.sharepoint.com/sites/NSWDoEEnglishCurriculumSupport/SitePages/English-curriculum-7-10-professional-learning.aspx#harnessing-the-power-of-hybrid-texts-to-enrich-student-writing) to learn more about hybridity.  **Exploring hybridity in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***   * **Revisiting the core text – students engage again with** [*Ravi & Emma: an interactive documentary in Southern Dialect Auslan*](https://raviandemma.sbs.com.au/),which they were introduced to in Phase 2. Depending on the availability of devices with webcam, they may do this individually, in pairs or in small groups. Allow students at least 15 minutes with this text for the optimal interactive experience. * **Brainstorming the impact of hybridity** – in their English books, students create a list of the interactive and hybrid features used in *Ravi & Emma: an interactive documentary in Southern Dialect* Auslan. * **Exploring layers of meaning in multimodal, digital and hybrid texts –** students work individually or in pairs to build their understanding of hybridity by completing the questions in **Phase 3, activity 1 – exploring hybridity in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***. * **Sharing and consolidating understanding –** students use their answer to the final question in **Phase 3, activity 1 – exploring hybridity in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*** to create a physical continuum in the classroom. Students place themselves in a line according to how effective they think *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* would be without its hybrid elements. As they listen to the opinions of others, students can move along the continuum. | **Success criteria**  To demonstrate their learning, students can:   * predict how the core multimodal text may present opportunities for hybridity * explain how layers of meaning are constructed in digital multimodal texts.   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note:** to support EAL/D students, consider joint construction for the questions in **Phase 3, activity 1 – exploring hybridity in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***. |
| EN5-RVL-01  Reading, viewing and listening for meaning  Investigate how layers of meaning are constructed in texts and how this shapes a reader’s understanding and engagement  Reflecting  Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore wider universal issues | **Phase 3, sequence 2 – learning from texts**  **Learning intentions**  By the end of this learning sequence, students will:   * understand how interactive texts can present opportunities for responders to learn a new skill * understand how learning new skills can evoke emotional responses in the audience.   **Identifying opportunities to learn a new skill**  **Teacher note:** as you prepare students to engage with the learning in this sequence, you may need to remind students what a ‘skill’ is. This could include a brainstorm of some of the ‘skills’ developed in the creation of their interactive multimodal digital text in the assessment task.  Students will require access to computers and headphones to complete this task. Depending on your school context it may be necessary to book a computer lab or borrow laptops in preparation for this lesson.   * **Exploring interactivity in the model texts** – students brainstorm as a class the potential new skills a responder can learn from digital texts, using the texts studied in this program so far to help inform their brainstorm. They could consider skills a responder develops by using a digital text as well as those taught through the text. * **Unpacking the intended purpose** – students use **Phase 3, activity 2 – learning new skills through interactive digital texts** to complete a [5 Whys](https://www.mindtools.com/a3mi00v/5-whys) thinking routine about the new skills responders can learn through their engagement with *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*. * **Reflecting on learning opportunities offered by digital texts** – students write 3 to 4 sentences in their English book in which they tell their grandparents or an older relative how interactive digital texts offer opportunities for learning new skills. They should make reference to *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* to support their response. * **Exploring the emotional effect of engaging with the core text** – students use **Phase 3, activity 3 – emotional responses to the core text** to reflect on how engaging with the emotional experiences of the people in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* has prompted certain emotions in students themselves. | **Success criteria**  To demonstrate their learning, students can:   * identify new skills presented in interactive texts * explain the intended purpose of interactivity. * use the 5 Whys thinking routine to think critically about the purpose of a text * discuss how interactivity and skill acquisition can make responders feel.   **Evaluation and registration:**   * [Record evaluation and registration information] |
| EN5-URA-01  Code and convention  **Analyse how language forms, features and structures, specific or conventional to a text’s medium, context, purpose and audience, shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses**  Narrative  **Explore how narratives can represent and shape personal and shared identities, values and experiences**  EN5-URA-01  Representation  Analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations | **Phase 3, sequence 3 – analysing the core text *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***  **Learning intentions**  By the end of this learning sequence, students will:   * understand how the codes and conventions of digital multimodal texts can be used to position an audience * understand that digital multimodal texts are narratives that can represent and shape personal and shared identities, values and experiences.   **Codes and conventions of *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***   * **Identifying codes and conventions in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* –** students use **Phase 3, activity 4 – codes and conventions used in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* to identity the codes and conventions of the different modes used in the text. For each section of the text, students identify** * what they can see * what they can hear * what they can do (responder control) * how the different modes make them think or feel as responders. * **Considering purpose and effect of multimodal forms, features and structures** – students consolidate learning from this sequence by answering the following questions * How have interactive and multimodal forms, features and structures been used in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan* to position the audience to think and feel? * What do you think the composers of the text wanted responders to take away from engaging with this text? | **Success criteria**  To demonstrate their learning, students can:   * identify the multimodal forms, features and structures in a multimodal text * explain how the codes and conventions of a multimodal textposition the audience * analyse a multimodal narrative that represents personal identities, values and experiences.   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: the final 2 questions in this sequence can be answered using a silent discussion to support EAL/D learners and students who may require additional scaffolding.** |
| EN5-RVL-01  Reading, viewing and listening skills  Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning  Reading, viewing and listening for meaning  Analyse how language use evolves over time and is influenced by social and technological changes and developments  Reflecting  Understand and reflect on the value of reading for personal growth and cultural richness  EN5-URA-01  Narrative  Explore how narratives can represent and shape personal and shared identities, values and experiences | **Phase 3, sequence 4 – identity, values and experiences in texts**  **Learning intentions**  **By the end of this learning sequence, students will:**   * **understand how identity, values and experiences can be represented in texts** * **understand how they can represent their own identity, values and experiences in a digital text.**   **Understanding identity, values and experiences in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan***   * **Understanding identity, values and experiences** – students discuss what they know about the terms ‘identity’, ‘values’ and ‘experiences’. Students then use **Phase 3, activity 5 – identity, values and experiences in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*** to complete a [Think Pair Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=74e657dd-71f8-bada-79d2-7ddff8a327d9), defining each term and identifying their own identity, values and experiences. * **Exploring identity, values and experiences in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*** – students use a [Step in – Step out – Step back](https://pz.harvard.edu/resources/step-in-step-out-step-back) thinking routine to explore what the audience learns about the points of view of the characters in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan.* * **Reflecting on the values, identities and actions of the core text** – students use the [Values, Identities, Actions](https://pz.harvard.edu/resources/values-identities-actions) thinking routine to complete **Phase 3, activity 6 – reflecting on the values, identities and actions of the core text.** In this activity, students reflect on how the audience responds to the purpose of the core text. | **Success criteria**  To demonstrate their learning, students can:   * define the terms ‘identity’, ‘values’ and ‘experiences’ * identify how identity, values and experiences are represented in a narrative.   **Evaluation and registration:**   * [Record evaluation and registration information] |
| EN5-URA-01  Code and convention  Explain how texts use, adapt or subvert textual conventions across a range of modes and media to shape new meanings, and explore this in own texts  Narrative  Analyse how narrative conventions vary across genres, modes, media and contexts and how they can be used to represent ideas and values and shape responses, and apply this understanding in own texts  EN5-ECA-01  Writing  **Select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative** | **Phase 3, sequence 5 – multimodal narrative structures**  **Learning intentions**  **By the end of this learning sequence, students will:**   * **understand the different structures a narrative can have** * **understand why composers choose different narrative structures.**   **Understanding different narrative structures**   * **Connecting to prior learning – students brainstorm all the narrative structures they have encountered in previous programs such as the epistolary narrative structure explored in** [Novel voices – Year 10, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices)**. Using Phase 3 – types of narrative structures – PowerPoint, students write a definition for and examples of each of the narrative structures explored in the PowerPoint.** * **Exploring narrative structures in multimodal texts – using Phase 3, activity 7 – types of narrative structures, students identify the narrative structure used in the multimodal texts they have explored in class. Check for understanding by using a ‘no hands up’ approach and asking ‘What makes you say that?’ when students have identified the narrative structures.**   **Applying understanding of narrative structures**  **Teacher note: the next activity uses the nursery rhyme ‘Humpty Dumpty’ because most students should be familiar with it. If they are not, the simplicity of the text makes this quick to teach the required knowledge. This text could also be substituted for a different nursery rhyme, fairy tale or text that students have engaged with in the Year 10 English course such as *The Tragedy of Romeo and Juliet.***   * **Identifying the narrative structure in a familiar text – students identify the parts of a linear narrative with which they are familiar. For example, in the nursery rhyme *Humpty Dumpty* students should identify the orientation, complication, rising tension, climax and resolution.** * **Experimenting with subverting narrative structures – students and teacher co-construct the story of Humpty Dumpty using a narrative structure that subverts the conventional linear structure, such as a circular narrative structure that ends with Humpty Dumpty back on the wall.** * **Independent experimentation with narrative structures – students are arranged into small groups and assigned a different narrative structure explored in Phase 3 – types of narrative structures – PowerPoint.** Students **reimagine the story of Humpty Dumpty using the features of the allocated narrative structure. They then explain how they would use this structure to create an interactive multimodal text using appropriate codes and conventions. For example, students could suggest the** in media res **narrative structure to begin with a crime scene. Responders could then click through a series of ‘clues’ to uncover the story of how Humpty Dumpty died.** * **Sharing work and reflecting on learning – groups share their plans for the reimagining of *Humpty Dumpty* with the class. As each of the narratives are presented, use a ‘no hands up’ approach to ask students** * **How does the change in narrative structure impact the meaning of the narrative?** * **Does changing the narrative structure make the narrative more or less effective?** * **How does the change in narrative structure affect the way you are positioned to respond to the story?** * **How could including interactive elements in this story make it more engaging for a responder?** * **Evaluating the work of peers – students vote for which of the planned interactive multimodal versions of *Humpty Dumpty* would be the most engaging.** | **Success criteria**  To demonstrate their learning, students can:   * identify different types of narrative structures * identify the reasons composers may choose different narrative structures * analyse the effect different narrative structures have on an audience * apply understanding of different narrative structures when creating own texts * evaluate the work of their peers.   **Evaluation and registration:**   * [Record evaluation and registration information]   **Differentiation note: students who would benefit from extension can create their *Humpty Dumpty* narrative as a multimodal text on Canva or a different online platform.** |

# Phase 4 – deepening connections between texts and concepts

In the ‘deepening connections between texts and concepts’ phase, students extend their conceptual understanding. Students will critically consider why multimodal representations can be more engaging for contemporary audiences. Students will consider the unique nature of digital texts and the authority they can possess.

In this phase students will develop an understanding of the ways codes and conventions of interactive digital texts influence the distribution and negotiation of authority. Students will understand how representations of multiple points of view can influence responses to texts. They will demonstrate their understanding of the connections between the core text, the conceptual focus and the relevance to their own world. Students continue developing their understanding and appreciation of the choices made by the composers to shape meaning.

**Expected duration:** this phase should take approximately 4 to 5 one-hour long lessons.

**Teacher note:** teachers are advised to choose learning sequences and activities from this phase which best suit their class and can be completed in the available time.

**Conceptual programming question(s)** – (sub-questions that drive the choice of strategies in this phase):

* How can authority over meaning be distributed in an interactive multimodal text?
* How can telling stories through multimodal forms enhance the engagement of contemporary audiences?
* How do digital texts position responders in different ways to non-digital texts?

Table 5 – deepening connections between texts and concepts

|  |  |  |
| --- | --- | --- |
| Outcome and content | Teaching and learning sequence | Evidence of learning and evaluation |
| ****EN5-URB-01****  ****Argument and authority****  **Evaluate how the authority of a text is continually negotiated and reassessed by readers**  **Appreciate how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation** | **Phase 4, sequence 1 – exploring autonomy and authority in multimodal texts**  **Learning intentions**  By the end of this learning sequence, students will:   * understand how interactive features give readers a sense of autonomy * understand how authority can be shared between composer and responder in an interactive text.   **Exploring notions of autonomy in a non-digital text**   * **Developing an understanding of the term autonomy** –students record the following definition of autonomy in their English books. ‘Autonomy can be understood to be an individual’s right to freedom of choice. Autonomy can be the right to make decisions for yourself, without influence or control from outside influences.’ Students work in pairs to identify 3 to 5 synonyms. These could include freedom and independence. * **Exploring how a sense of autonomy is created through interactive features** – students view the first 3 minutes and 30 seconds of the YouTube clip [Adventure Maker - Chatterbox made out of folded paper - Asha shows you How to Make up Stories (4:26).](https://www.youtube.com/watch?v=yC0jhCJS5kM) Student follow the instructions in this video to complete **Phase 4, activity 1 – creating an adventure story with a chatterbox** to develop an understanding of how, despite a reader feeling in charge of their own journey through a text, their choices have been pre-determined by the composer. * **Reflecting on how understanding of autonomy in texts has grown** – in their English books, students complete the following reflection questions * How did you feel as a composer, creating a story with a predetermined outcome? * How did you feel as a responder? * Did you feel like you had autonomy over your journey as you made choices? * How did it feel making someone choose an option, knowing what was ahead for them? * What are the implications of having a false sense of autonomy as a reader?   **Identifying how readers are given a sense of autonomy and authority in interactive digital texts**   * **Understanding how texts can be constructed to allow for a sense of autonomy and authority** – students complete the questions in **Phase 4, activity 2 – understanding autonomy and authority in *Ravi & Emma: an interactive documentary in Southern Dialect Auslan*** to develop their understanding of how autonomy and authority are created and shared by composers, and the effect of this on responders. | **Success criteria**  **To demonstrate their learning, students can:**   * **define the term ‘autonomy’** * **identify how composers give readers a sense of autonomy through specific textual features** * **identify implications of a false sense of independence** * **identify how authority can be shared between a composer and responder** * **reflect upon how their understanding of assumed autonomy as a reader has changed** * **analyse the effect of shared authority on responder understanding of an interactive text.**   **Evaluation and registration:**   * **[Record evaluation and registration information]**   **Differentiation note: as an extension activity, host a debate on the topic, ‘There is no audience autonomy in multimodal texts’.** |
| EN4-RVL-01  Reading for challenge, interest and enjoyment  **Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, **including through extended written responses****  ****EN5-URB-01****  ****Argument and authority****  **Evaluate how effective arguments are constructed through combinations of specific language forms, features and structures,** and apply an understanding of this in own texts  **Evaluate how the authority of a text is continually negotiated and reassessed by readers**  ****Teacher note:** bold outcome content is not addressed in this learning sequence.** | **Phase 4, sequence 2 – evaluating authority and argument in interactive multimodal texts**  **Teacher note**: this sequence and the rest of Phase 4 returns to exploring[*K’gari: the real story of a true fake*](https://www.sbs.com.au/kgari/#:~:text=Unleash%20the%20natural%20forces%20of%20K%E2%80%99gari%20to%20destroy%20one%20of). You may need to play through this text in its entirety again to refamiliarise students with its forms and features.  **Learning intentions**  By the end of this learning sequence, students will:   * understand how differing points of view can be represented * evaluate how the core text constructs an argument through its use of interactive multimodal features.   **Negotiating meaning in interactive multimodal texts**   * **Comparing points of view communicated in interactive multimodal texts** – students complete **Phase 4, activity 3 – comparing points of view in *K’gari: the real story of a true fake***to draw comparisons between the representation of the different points of view of Fiona Foley and Eliza Fraser in the text. * **Discussing authority in an interactive multimodal text**– students work in groups of 3 to engage in a silent discussion in response to 3 different questions about *K’gari: interactive* documentary. **Phase 4, resource 1 –** **silent discussion of *K’gari: the real story of a true fake*** contains 3 suggested questions and an example of what a silent discussion may look like in response to Question 1.   **Teacher note:** the silent discussion strategy was first used in[Exploring the speculative – Year 9, Term 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/exploring-the-speculative-year-9-term-4) program. Additional support and instruction in setting up a silent discussion can specifically be found in **Phase 3a, resource 10 – conducting a silent discussion** in Resource booklet part 2. | **Success criteria:**  **To demonstrate their learning, students can:**   * **compare points of view based on which has more authority, supporting with textual evidence** * **express an understanding of how interactive features can create authority.**   **Evaluation and registration:**   * [Record evaluation and registration information here]   **Differentiation note:** consider grouping high potential and gifted learners together for the silent discussion to adjust the level of [challenge](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). |
| EN5-URA-01  Point of view  **Examine elements of focalisation, such as** omniscience, limitations, indirect speech, **tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own texts**  ****EN5-URB-01****  ****Argument and authority****  **Analyse how subjectivity and objectivity are constructed in texts to form arguments, and how these can represent particular perspectives**  **Analyse how an engaging personal voice in texts can represent a perspective or argument and communicate a sense of authority,** and experiment with these ideas in own texts  ****Teacher note:** bold outcome content is not addressed in this learning sequence.** | **Phase 4, sequence 3 – examining how authority over meaning is distributed and negotiated in *K’gari: the real story of a true fake***  **Teacher note:** when discussing the point of view with the greatest authority, you may wish to explain to students how Aboriginal and Torres Strait Islander communities make decisions and distribute authority. In many Aboriginal and Torres Strait Islander communities, Elders and knowledge holders consult with each other to collaboratively make decisions. This increases their distribution of authority, as the community then trusts any information Elders provide. Discuss with students how this impacts the audience’s ability to trust Foley’s point of view.  **Learning intentions**  By the end of this learning sequence, students will:   * understand how authority over meaning is distributed in an interactive multimodal digital text * understand how authority is negotiated by responders of interactive multimodal texts.   **Exploring how authority is distributed in a core text**  **Teacher note**: **Phase 4 –** **Exploring authority in the core text– PowerPoint** should be used to support this sequence of learning.   * **Considering authority over meaning in a core text** – students engage in a [Think Pair Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=4fc2adf8-9d4b-8010-1ea9-674622c16104) activity in response to the 4 questions located in the ‘Considering authority over meaning in a text’ section of **Phase 4 –** **Exploring authority in the core text– PowerPoint.** * **Checking for understanding** – students complete a [Quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=68505bb7-6241-cbfb-ecc6-401aff2740) in response to the question ‘How do the differing points of view of Fiona Foley and Eliza Fraser, communicated in *K’gari: the real story of a true fake*, contribute to the text’s sense of authority?’ This question can also be found in the ‘Considering authority over meaning in a text’ section of **Phase 4 –** **Exploring authority in the core text– PowerPoint.**   **Considering how authority over meaning is negotiated in core texts**   * **Expressing personal opinions of the core text** – students participate in a [Take a Stand](https://pz.harvard.edu/resources/take-a-stand) exercise, expressing their understanding of the relationship between composers and responders of interactive multimodal digital texts. Step-by-step instructions for this activity can be found in the ‘Expressing personal opinions about a text’ section of **Phase 4 –** **Exploring authority in the core text – PowerPoint.** * **Communicating understanding of authority over meaning** – students respond using a [Quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=a27d9406-57a8-27b9-258b-6b2b2b528fc6) to one of the 3 questions in the final slide of the ‘Expressing personal opinions about a text’ section of **Phase 4 –** **Exploring authority in the core text – PowerPoint.** | **Success criteria:**  **To demonstrate their learning, students can:**   * **express how authority is constructed and distributed in a core text** * **respond personally to questions in the form of a quick write** * **form opinions about who has authority in interactive multimodal texts.**   **Evaluation and registration:**   * **[Record evaluation and registration information]**   **Differentiation note:** to support EAL/D learners, you may need to define complex vocabulary such as ‘forfeit’.  This sequence includes [tiering by challenge](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning/strategies-for-differentiation) questions to adjust the level of challenge for specific students in your class. |
| EN5-RVL-01  Reflecting  Reflect on own experiences of reading by interacting with peers in meaningful ways about the value of reading  ****EN5-URA-01****  Code and convention  **Analyse how language forms, features and structures, specific or conventional to a text’s medium, context, purpose and audience, shape meaning,** and experiment with this understanding through written, spoken, visual and multimodal responses  ****Teacher note:** bold outcome content is not addressed in this learning sequence.** | **Phase 4, sequence 4 – understanding how digital platforms can be used to enhance the experience of responders**  **Learning intentions**  By the end of this learning sequence, students will:   * understand how the codes and conventions of interactive multimodal texts enhance responder experiences to texts * understand how different responders may develop different perspectives about a text.   **Critically engaging with a core text**   * **Understanding how features in an interactive multimodal text represent and shape meaning** – students complete Questions 1 to 4 in **Phase 4, activity 4 – understanding how interactive codes and conventions shape meaning**, to develop their understanding about how interactive forms, features and structures have been used to shape meaning in *K’gari: the real story of a true fake*. * **Articulating personal experiences of *K’gari: interactive documentary* as a responder** – students collaborate in small groups to discuss their personal reflections on *K’gari: the real story of a true fake* as responders. Students complete the table in **Phase 4, activity 4 – understanding how interactive codes and conventions shape meaning** to document the various perspectives of their peers on the text. * **Checking for understanding of codes and conventions** – students submit their responses to Questions 1 to 4 from **Phase 4, activity 4 – understanding how interactive codes and conventions shape meaning** for the class teacher to read as a formative assessment. | **Success criteria**  **To demonstrate their learning, students can:**   * **explain how forms, features and structures shape meaning in an interactive multimodal text** * **use a template to record peer perspectives when discussing experiences with an interactive multimodal text.**   **Evaluation and registration:**   * **[Record evaluation and registration information here]**   **Differentiation note:** for high potential and gifted learners, you may like to increase the [level of challenge](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies#Adjustment:0) from ‘what’ and ‘explain why’ to ‘analyse how’ or ‘evaluate how’ in **Phase 4, activity 4 – understanding how interactive codes and conventions shape meaning.** |
| ****Teacher note:** the syllabus content points addressed through **Core formative task 3 – analytical response** are outlined** in the core formative tasks booklet.  ****Speaking****  **Participate in and lead a range of informal discussions about texts and ideas, including analytical, speculative and exploratory talk, to consolidate personal understanding and generate new ideas**  EN5-ECB-01  Planning, monitoring and revising  **Select from a range of collaborative drafting strategies and feedback processes to improve clarity, meaning and effect in texts** | **Phase 4, sequence 5 – Core formative task 3 – analytical response**  **Teacher note:** this core formative task is designed to support students to develop their knowledge and understanding of the codes and conventions of multimodal digital texts through analytical writing. This sequence of learning supports students in working towards and revising their analytical response.  **Learning intentions**  By the end of this learning sequence, students will:   * understand how authority is distributed and negotiated in a model text * analyse the codes and conventions used to shape audience responses in 2 core texts * understand how multimodal features are used to engage readers in a narrative.   **Revising the Seldon Method, or This does that**  **Teacher note:** the [Seldon Method for writing](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/secondary-literacy), or This does that, has previously been used to support analytical writing in [Novel voices – Year 10, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices) and [Reshaping the world – Year 10, Term 2](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-reshaping-the-world). Should students require further support responding analytically using this model you may wish to revisit resources from the Novel voices – Year 10, Term 1 program, including **Phase 4, resource 5 – Seldon Method or This does that for textual analysis.**   * **Checking for understanding of the Seldon Method, or This does that** – students create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=3a2588be-86cd-ae0a-e88b-43b834b94549) of everything they know and remember about the Seldon Method, or This does that. Check student responses then lead a class brainstorm to consolidate individual ideas.   **Composing an analytical paragraph on a core text**   * **Guided planning of how to compose complex analytical sentences using the Seldon Method, or This does that** – students are issued **Core formative task 3 – analytical response**. Students select one of the question options and use **Phase 4, activity 5 – composing an analytical response using the Seldon Method** to break down their chosen question. **Phase 4, resource 2 – synonyms for ‘shows’** has been designed as an additional resource to support students in completing this activity. * **Drafting analytical responses to Core formative task 3** – students apply the planning and preparation from **Phase 4, activity 5 – composing an analytical response using the Seldon Method** to draft their 150-to-200-word analytical response to the selected question in **Core formative task 3 – analytical response**. * **Engaging in self-assessment to edit and revise an analytical response** – students use the scaffold provided in **Phase 4, activity 6 – self-assessment of analytical response** to edit, refine and revise their analytical response before submission to the class teacher for additional feedback. | **Success criteria**  **To demonstrate their learning, students can:**   * **create a concept map brainstorming prior learning of the Seldon Method** * **compose a 150-to-200-word analytical response analysing codes and conventions in the core text** * **use a scaffold to reflect on and revise their response.**   **Evaluation and registration:**   * [Record evaluation and registration information here]   **Differentiation note:** co-create an [anchor chart](https://www.canva.com/posters/templates/educational/) or [infographic](https://www.canva.com/templates/?query=infographic) with the class for the Seldon Method or This does that. Display the chart in the classroom so learners with a disability and EAL/D learners can refer to it throughout the sequence. This will assist with the reduction of their [cognitive load.](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/practical-guides-for-educators/cognitive-load-theory-in-practice)  **Core formative task 3 – analytical response** includes examples of multiple questions using a [tiered complexity](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning/strategies-for-differentiation#:~:text=Tiering%20by%20complexity,%2C%20less%20concrete%2C%20advanced%20work.) approach to support all students to engage with this task. |
| ****EN5-ECB-01****  ****Reflecting****  **Discuss the pleasures, challenges and successes experienced in the processes of understanding and composing** | **Phase 4, sequence 6 – reflecting on learning and growth**  **Teacher note: in this final sequence, students are asked to reflect on their progress as an English student throughout the Stage 5 course. Ideally, they should have access to an assessment task or learning activity that they completed in Year 9 or in Term 1 of Year 10.**  **Learning intention**  By the end of this learning sequence, students will:   * reflect on and evaluate their learning over the Stage 5 English course.   **Comparing work samples**   * **Reviewing a previous task – students read a task or learning activity completed in Year 9 or early in Year 10.** * **Identifying improvements – students compare the previous task with a more recent task to identify a skill they have mastered or an aspect of this work that they have improved since the task was completed.** * **Setting goals – students identify aspects of their understanding of and skills in English that they would like to improve as they move into Year 11.**   **Final reflection**   * **Discussing pleasures, challenges and successes** – students complete an exit ticket, identifying one thing they enjoyed, one challenge and one achievement across their Stage 5 learning experiences in English. Students can share these with the class as a whole. | **Success criteria**  To demonstrate their learning, students can:   * **identify personal growth and development as an English student** * **create goals for further improvement as a learner.**   **Evaluation and registration:**   * [Record evaluation and registration information here] |

# Program evaluation

Evaluation and reflection are ongoing practices and teachers will evaluate the extent to which the planning of the program/unit has remained focused on the syllabus outcomes. During teaching, utilise the ‘Evidence of learning and evaluation’ column to record observations. At the conclusion of the program/unit, teachers and students should be given the opportunity to ‘reflect on and evaluate the degree to which students have progressed as a result of their experiences, and what should be done next to assist them in their learning’ as per NESA’s [Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units). This information should be used to improve the next iteration of the program and inform the following learning experiences for the students.

Use the [English teaching and learning unit evaluation tool](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12/english-7-12-professional-learning-catalogue/unit-evaluation-tool-s4-5) as part of the evaluation process.

# The English curriculum 7–12 team

The English curriculum 7–12 team provides support for the delivery of the English curriculum 7–12 in NSW Department of Education high schools. All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

## Share your experiences

If you use the sample program in your faculty and school context, reach out to the English curriculum team. We would love English teams from across NSW to share snapshots of their practice and how this resource has been used in their unique context as part of our ‘Voices from the Classroom’ section of the e-news newsletter. Send submissions to [English.curriculum@det.nsw.edu.au](mailto:englishcurriculum@det.nsw.edu.au).

## Support and alignment

**Alignment to system priorities and/or needs**: this resource is evidence-based, as outlined below and supports English curriculum leaders to advance equitable outcomes, opportunities and experiences for their students. It also provides guidance that enhances the delivery of outstanding leadership and supports the planning of [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies) practices as per the goals of the [Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education). It is an example of [Universal Design for Learning](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/about-universal-design-for-learning) and aligns to the [School Excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) policy. It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 1.1.2, 1.2.2, 1.3.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 2.4.2, 2.6.2, 3.1.2, 3.2.2, 3.4.2, 5.1.2.

**Assessment**: further advice to support formative assessment is available on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Consulted with:** Aboriginal Education and Communities

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**NSW Syllabus**: [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

**Syllabus outcomes:** EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01

**Author:** English curriculum 7-12 team, NSW Department of Education

**Publisher:** State of NSW, Department of Education

**Resource:** sample teaching and learning program

**Related resources:** further resources to support English Stage 5 can be found on the NSW Department of Education [English K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/english) and the Stage 5 [Teaching and learning support](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/teaching-and-learning) section in the [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview) from the NSW Education Standards Authority.

**Professional Learning:** relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

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# References

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[National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2010 to present, unless otherwise indicated. This material was downloaded from the [Australian Curriculum](http://www.australiancurriculum.edu.au/) website (National Literacy Learning Progression) (accessed 25 September 2024) and was not modified.

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