

## Reflecting on Teaching the Unit as a Whole

### Edited transcript of tutor conversation post teaching

**Kelly:** It was interesting the other week, they were talking about the assignment overall and they were saying how beneficial it's been in terms of their learning. It was interesting because the one thing that they all were kind of saying, was what we've realised anyway, that there were so many different elements, they found that quite overwhelming at the start... One of them said that what they found tricky was the fact that they've had to produce this picture story book and the unit plan at the same time and they were saying, "Could you potentially do the picture book as the first task and then build up to the unit plan and the theory and the ideas that go around that"? I was thinking of the Luke and Freebody model and I mean you could certainly think about creating a picture story book taking into account the Luke and Freebody model and framing it like that, and then building yet the unit plan into the second assignment.

**Narelle:** You could also do stuff on supported reading with the first assignment that builds in that Luke and Freebody stuff... Yeah and maybe a reflection about themselves as readers and producers that kind of draws on that side of it.

**Anne:** That's a great idea and I think we do have to link more, make it more streamlined to that first half of the unit and the second half of the unit -

**Kelly:** Yeh, because they were just saying they felt that it was quite huge. And my group this morning was saying, 'We've put so much effort into our picture story book that we're only just getting to the unit plan now'.

**Narelle:** That's true, yeah.

**Anne:** And that was the challenge as working as a group.

**Kelly:** Yeah, they were saying that they're going to put it all in the student evaluation. They were really were reflecting on the task and what they liked and what they thought about it and yeah, it was quite interesting.

**Narelle:** I had a few who really loved the narrative stuff but like can we look at the language of the curriculum. They were like, 'We don't know how to phrase what we're' – so they were going to the lesson plan stuff, like the teacher does this. We talked a little bit about the language features of a curriculum document...

**Anne:** I think that's where we modelled.

**Narelle:** Yeah but for me I went, 'Perhaps I wasn't as explicit about the types of language that I use that I could have been'.

**Anne:** It's again the confusion between a lesson plan and a curriculum plan –

**Narelle:** That's what I think they were trying to nut out. They were like they couldn't – they were still trying to grapple with that. I think they took it to a language level rather than a different sort of view of –scope of what you're doing.

**Anne:** Which I think we have to foreground next year, highlight that –

**Narelle:** Up front and say, ‘I know you've learnt this in first semester, this is a different approach. This is how it all fits together as well as layers’.

**Karina:** But I think they enjoyed the task.