



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST2094**

**Communication Skills for Teachers**

**Term 2, 2019**

## Contents

Contents .....	1
1. LOCATION .....	2
2. STAFF CONTACT DETAILS .....	2
3. COURSE DETAILS .....	2
STUDENT LEARNING OUTCOMES .....	3
AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS .....	3
NATIONAL PRIORITY AREA ELABORATIONS .....	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	4
5. TEACHING STRATEGIES .....	4
6. COURSE CONTENT AND STRUCTURE .....	4
7. RESOURCES .....	5
8. ASSESSMENT .....	5

### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST2094 Communication Skills for Teachers (6 units of credit)  
Term 2, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Daniel Anson  
Office Location: John Goodsell, 130  
Email: [d.anson@unsw.edu.au](mailto:d.anson@unsw.edu.au)  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Communication Skills for Teachers
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>

## SUMMARY OF THE COURSE

In this course, you will improve your reading, writing and oral communication, and enhance your ability to communicate effectively with students, parents and other key stakeholders using a variety of skills and strategies. The course has a focus on language and literacy development for teachers new to Australian educational contexts, as well as the requirements of the literacy component of LANTITE.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Assessments have been designed to allow students more flexibility and autonomy
- Greater focus on the skills assessed in LANTITE
- Consistent opportunities for self-reflection and evaluation

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Communicate effectively with students, parents and other key stakeholders in a range of different modes and contexts	2, 3
2	Assess their own language and literacy skills and those of their students	1, 2, 3
3	Generate and implement strategies for ongoing improvement	1, 2, 3
4	Demonstrate the required language and literacy skills to gain teacher accreditation	1, 2, 3

## AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Capability		Assessment/s
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1, 2, 3
2.2.1	Organise content into an effective learning and teaching sequence.	2, 3
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2, 3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2, 3
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 2, 3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2, 3

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A: Aboriginal and Torres Strait Islander Education	4
B: Classroom Management	7
C: Information and Communication Technologies	12, 14
D: Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19
E: Students with Special Educational Needs	7
F: Teaching Students from Non-English-Speaking Backgrounds	1, 3, 4, 5, 6, 7

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A high level of competence in English language and literacy is essential to effective teaching, and to more effective communication with other key stakeholders including parents and colleagues. Teachers need to constantly reflect on and evaluate their own communication skills, as well as those of their students, and identify and describe strategies for improvement. The course thus aims to use microteaching, text-based analysis, error correction and peer feedback to heighten participants' awareness of their own English language and literacy skills and provide them with strategies for ongoing reflection and improvement.

#### 5. TEACHING STRATEGIES

Participants learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include: Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals; Explicit teaching and modelling of effective communication strategies; Opportunities to practice spoken communication skills; Structured occasions to allow students to reflect critically on learning and improve literacy skills and teaching practice; Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of course content.

#### 6. COURSE CONTENT AND STRUCTURE

Week	Focus
1 June 6	Introduction to course – Aims, structure, assessment, and expectations LANTITE – Assessment framework for literacy
2 June 13	Writing skills <b>Hurdle requirement due</b>
3 June 20	Writing skills
4 June 27	Reading skills <b>Assessment 1 due</b>
5 July 4	Reading skills
6 July 11	Speaking skills <b>Assessment 2, Part 1 due</b>
7 July 18	<b>No classes this week. Instead of class, use the allocated time to complete the peer activity.</b> <b>Assessment 2, Part 2 due</b>
8 July 25	Speaking skills <b>Assessment 2, Part 3 due</b>
9 August 1	Review and reflection
10 August 8	Student choice and/ or presentation time <b>Assessment 3 due</b>

## 7. RESOURCES

*Recommended:*

Australian Council for Educational Research. (n.d.). *Literacy and numeracy test for initial teacher education students: Assessment framework*. Retrieved from <https://teacheredtest.acer.edu.au/files/Literacy-and-Numeracy-Test-for-Initial-Teacher-Education-Students-Assessment-Framework.pdf>

Chalker, S., & Weiner, E. (1998). *The Oxford dictionary of English grammar* (Revised ed.). Oxford: Oxford University Press.

Eastwood, J. (2002). *Oxford guide to English grammar* (7<sup>th</sup> ed.). Oxford: Oxford University Press.

Additional readings will be posted to Moodle in relevant weeks.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Elaborations	Due Date
<b>Hurdle activity</b> Reflection activity	200-300 words	Hurdle requirement	2, 3	2.5.1	D1, D2, F1, F3, F4	Thursday 13/06/2019 5.00pm
<b>Assessment 1</b> Error analysis, feedback, and reflection	20 corrections + 250 words + 500 words	30%	2, 3, 4	1.3.1, 2.5.1, 4.2.1	A4, D3, D4, D5, D7, D9, D13, D14, D15, F6	Thursday 27/06/2019 5.00pm
<b>Assessment 2</b> Text-based questions, peer activity, and reflection	10 questions + 200-300 words + 1,000 words	40%	1, 2, 3, 4	1.3.1, 2.2.1, 2.5.1, 3.2.1, 3.5.1, 4.2.1, 6.3.1	C14, D1, D4, D5, D7, D8, D9, D10, D11, D12, D17, D18, E7, F5, F6, F7	Thursday 11/07/2019 (Part 1)  18/07/2019 (Part 2)  25/07/2019 (Part 3) 5.00pm
<b>Assessment 3</b> Presentation and reflection	5-10 minutes + 1,000 words	30%	1, 2, 3, 4	1.3.1, 2.2.1, 2.5.1, 3.2.1, 3.5.1, 4.2.1, 6.3.1	B7, C12, D1, D2, D3, D4, D5, D7, D8, D14, E7, F5, F7	Thursday 15/08/2019 5.00pm

### Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## Assessment Details:

### Hurdle requirement – Reflection activity

**Due: 5pm Week 2 – June 13**

This activity will require you to reflect on your own literacy and identify one or more areas you wish to focus on throughout the course. You are not required to include any references (although you can if it will help your explanation); instead the focus should be on describing your literacy strengths and weaknesses and identifying areas of concern.

Your response should include:

- An overview of your experience with English
  - o Some questions you might consider (but are not limited to): Did you grow up speaking English? Did you learn English overseas? Did you find English manageable in secondary contexts, but more difficult in university contexts? Do you feel comfortable speaking English but lack confidence in your academic writing? Do you feel comfortable writing but lack confidence when having to present in front of others?
  
- Areas you wish to focus on throughout the course. These might be (but are not limited to):
  - o Particular modes – reading, writing, speaking
  - o Particular contexts – speaking in front of others, academic writing, reading journal articles, LANTITE, etc.
  - o General aspects of literacy – spelling/ grammar/ punctuation, academic writing conventions, vocabulary, etc.
  - o Literacy in your subject area(s)

### Assessment 1 – Error Analysis, Feedback, and Reflection

**Due: 5pm Week 4 – June 27**

This assessment will require you to read through a text which contains multiple errors in four categories: (1) Grammar (including punctuation); (2) Spelling; (3) Word usage; and (4) Text organisation. A template will be available on Moodle.

You will need to:

- Identify, explain, and correct each error (5 corrections for each category = 20 total corrections)
  - o *Identify* the line number and error type (grammar/ punctuation; spelling, word usage; or text organisation)
  - o *Explain* why it is an error
  - o *Provide a correction* for the error
  
- Provide feedback to the writer (~250 words)
  - o What was done well
  - o Areas for improvement
  - o Strategies for improvement
  
- Reflection (~500 words)
  - o What have you learned about your own literacy skills and your ability to identify, explain and correct text-based errors?
  - o How might this influence your practice as a writer, and as a teacher?

## Assessment 2 – Text-based questions, Peer activity, and Reflection

Due:

5pm Week 6 – July 11 (Part 1)

5 pm Week 7 – July 18 (Part 2)

5 pm Week 8 – July 25 (Part 3)

This assessment will require you to choose a text and create a set of 10 questions. The format of the questions will be up to you; choose a format that you think would be appropriate to assess comprehension (e.g., Multiple choice, True/ False, Short Answer etc.). You are also required to complete a peer activity and reflection based on these questions. A template will be available on Moodle. The assessment has three parts:

### Part 1:

Choose a written text that would be suitable for a year 7-8 class. The text can be on any topic you choose but should be appropriate to be used in/ or of interest to your subject area. The text can be any format you choose (e.g., news article, a page from a textbook, extract from a novel, poem, a section from a report, etc.). The text should not be longer than two A4 pages, or 750 words. There is no minimum length for the text, but it should have enough content to develop your 10 questions (e.g., you might choose a short, but more difficult text; or a longer, but more accessible text). The text may include images/ graphs etc., but this is not a requirement.

Write 10 questions that you would give your students to guide their reading comprehension. The 10 questions should follow the structure of LANTITE:

- **Access and identify: 3-4 questions** requiring students **to locate one or more pieces of information in the text**. For example:
  - o What are the three causes of ...? According to the graph, when did ...? In which paragraph does ...?
- **Integrate and interpret: 4-5 questions** requiring students **to relate parts of the text to each other, construe implied meanings, and come to an understanding of the text as a whole**. For example:
  - o The author's view could be summarised as ...; Why did the narrator feel that ...? How does the information in the diagram relate to the information in paragraph 4?
- **Evaluate and reflect: 1-2 questions** requiring students **to relate the text to knowledge, ideas or values that are external to the text**. For example:
  - o Why does the author use the word ...? The text contrasts the importance of ... with ...; How does the text position the audience to feel about ...? This text is most likely intended for ...

### Part 2:

Read and complete one of your peers' text and set of questions. You will be required to:

- Read their text
- Answer their questions
- Write 200-300 words describing your response to the text and questions (e.g., Was the text suitable for year 7-8 students? Did the questions help you understand the text? Were the questions clearly written? Did they provide an appropriate but realistic challenge?). You should highlight both strengths and weaknesses of the activity.

Instead of classes in Week 7, you will have an opportunity to complete this activity. This section will not be marked but is essential for Part 3.



### *Part 3:*

Write a reflection paper in which you consider your questions, the peer activity, and your own literacy. The reflection paper should be 1,000 words, and include (~250 words for each question):

1. Your rationale for including these 10 questions
2. If your aims were met, based on the peer answers and feedback; and why or why not this may be the case
3. Elements/ questions you might keep the same, and elements/ questions you might change, and why
4. How designing the questions, the peer activity, and reflecting on the questions influenced your literacy development, and how it might influence your practice as a teacher

### **Assessment 3 – Presentation and reflection**

#### **Due: August 15**

This assessment will require you to record and upload a video of an oral presentation. Your presentation should take 5 – 10 minutes. You may display resources if you wish (e.g., PowerPoint slides, images, Whiteboard, etc.). You should be clearly visible in the video. You have a choice between two topics; choose and present on ONE of these topics:

- Option 1 – Microteaching
  - o Choose a topic from one of your subject areas, and present as if you were teaching a class. You will not be assessed on your disciplinary knowledge or content, and the topic can be as simple or complex as you choose. You do not need to explain the whole topic, and your presentation might come from the beginning, middle, or end of a lesson. Your focus should be on clearly explaining and presenting information so that it is accessible for your chosen year group.
- Option 2 – Resource recommendation
  - o Choose a resource (e.g., a website, a film, an activity, a textbook, a journal article, a poem etc.), and present as if you were at a teacher conference. You will need to explain what the resource is, and why other teachers would find it useful to use with their students. You will not be assessed on your choice of resource, and the resource can be as simple or complex as you choose. Your focus should be on clearly explaining and arguing for the resource so that it is of interest to other teachers.

You are also required to write a reflection paper based on the activity. Your paper should include:

1. A brief introduction explaining the context of the presentation (i.e., the class context for option 1; or the audience context for option 2) (~100 words)
2. One or more aspects of your presentation you believe you did well in (~300 words)
3. One or more aspects of your presentation you believe you could improve, and how you would do this (~300 words)
4. How your understanding of oral communication and presentation has changed/ developed after completing the activity, and how this might affect your practice as a teacher (~300 words)

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST2094

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_  
 Assessment Task 1: Error analysis, Feedback, and Reflection

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Identification, description, and correction of errors in specified categories</li> <li>• Clarity and specificity of feedback for writer, including strategies for improvement</li> <li>• Reflection on implications for practice</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Clarity, specificity, and depth of analysis in each section</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Selection and use of relevant literature used to support themes in reflection</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Uses provided template</li> <li>• Appropriate structure and coherence in feedback and reflection sections</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Consistency of APA style in reflection section</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Recommended:**     /20     (FL PS CR DN HD)     **Weighting:**     30     %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

FEEDBACK SHEET  
EDST2094

Student Name:

Student No.:

Assessment Task 2: Text-based questions, Peer activity, and Reflection

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Development 10 questions following required structure</li> <li>• Justification and reflection on questions</li> <li>• Reflection on implications for literacy development and practice</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of analysis in evaluating questions</li> <li>• Depth of reflection on literacy development and practice</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Selection and use of relevant literature to support development and analysis of questions, and reflection on literacy development and practice</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Clarity of 10 questions</li> <li>• Clarity and coherence of reflection section</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Consistency of APA style in reflection section</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation</li> <li>• Adherence to word length for reflection section, excluding references, +/-10%</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**Recommended:        /20        (FL PS CR DN HD)**

**Weighting:        40        %**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

FEEDBACK SHEET  
EDST2094

Student Name:

Student No.:

Assessment Task 3: Presentation and Reflection

SPECIFIC CRITERIA	(-)	—————>			(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstration of understanding of register, cohesion, grammar, and vocabulary in spoken education contexts</li> <li>• Demonstration of oral communication skills (fluency, pronunciation, stress, and intonation)</li> <li>• Demonstration of non-verbal communication skills (gesture/ body movement, and eye contact)</li> <li>• Self-evaluation and reflection on implications for practice</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of analysis when self-evaluating performance</li> <li>• Depth of analysis when reflecting on implications for practice</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Selection and use of relevant literature to support self-evaluation and reflection</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Appropriate structure and organisation of presentation, demonstrating awareness of cohesion and grammar in spoken contexts</li> <li>• Appropriate structure and organisation of reflection paper, including a brief introduction</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Consistency of APA style in reflection paper</li> <li>• Adherence to time length for presentation, +/- 30 seconds</li> <li>• Adherence to word length for reflection paper, excluding references, +/-10%</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Recommended:**     /20     (FL PS CR DN HD)

**Date**

**Weighting:**     30     %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**