School of Education

EDST6701
Drama Method 1

Term 1 2021

Contents

1. LOCATION 3

2. STAFF CONTACT DETAILS 3

3. COURSE DETAILS 3

STUDENT LEARNING OUTCOMES 4

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 4

NATIONAL PRIORITY AREA ELABORATIONS 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 6

5. TEACHING STRATEGIES 6

6. COURSE CONTENT AND STRUCTURE 7

7. RESOURCES 9

8. ASSESSMENT 11

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, Design & Architecture
School of Education
EDST6701 Drama Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator:	Tiffany Crittle
Email:	t.crittle@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Drama Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST6701T1

SUMMARY OF COURSE

This course is designed to increase a student's pedagogical content knowledge for drama teaching in secondary schools. It acknowledges the practical, reflexive, reflective and theoretical aspects of drama pedagogy through an in depth study of the Drama 7-10 Syllabus and the Drama Stage 6 Syllabus. The key elements of pedagogy and drama content knowledge, especially the core content of improvisation and play-building, are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice through planning and programming for addressing the requirements and philosophy of these NSW Drama syllabuses as a priority for teaching in NSW, as well as the Australian Curriculum: The Arts to gain a national perspective.

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

- The course will be conducted on campus at UNSW in 2021.
- Online resources developed in 2020 will be incorporated in the 2021 course offering.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NESA Drama Syllabus and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3
6	Practice the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1,2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2,2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence.	1,2,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,3
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2,3

2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1,3
3.3.1	Include a range of teaching strategies.	1,3
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	2,3

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop each student's ability to teach Drama effectively to secondary school students with an emphasis on the NSW Drama curriculum. During the course, students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will explore current practices in drama teaching and develop in students, the skills and knowledge required to teach drama effectively to a variety of students. Teaching in this course will be both theoretical and experiential. Emphasis will be given to viewing Drama as an art form with a discrete body of knowledge including conventions, history, skills and methods of working and the role and value of Drama in the curriculum and the community.

Student centered activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Pair, small-group and large-group cooperative learning experiences, to understand the importance of collaboration in an educational drama context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate different approaches to learning, the mandatory components of the drama curriculum and the use of a range of teaching strategies to foster interest and support learning
- A range of drama specific workshops which model experiential learning through enactment when teaching theoretical components of the course
- Collaborative projects which mirror those in the Drama Syllabus, Year 7-10 and in the Stage 6 Drama Syllabus, for example play-building in Years 7-10 and the Group Presentation in the HSC Course
- Viewing student samples of work and simulated marking experience especially of Year 9 Play-building, Year 10 dramatic form and Year 12 HSC Projects
- Simulations and 'teacher-in-role' experiences
- Keeping a logbook of class experiences mirroring a drama logbook in stage 4, 5 and 6
- Structured occasions for reflections on learning, encouraging critical reflection and improved teaching practice. Also, these allow students opportunities to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and show knowledge and understanding of method content
- Online learning from readings on the Moodle website
- Peer teaching in a simulated classroom setting

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	**Introduction to drama in secondary school** • studying drama; a rationale for drama in NSW schools • knowing the structure of the NSW Curriculum – aim, objectives and outcomes • understanding the place of drama in the curriculum; school structures e.g. KLA's, Stages, Electives etc. and outcomes based education • using the key components of the Years 7-10 Drama Syllabus such as • Drama practices; making, performing and appreciating • elements of drama – what are they and why are they important? • Drama contexts – play-building as the mandated form; dramatic forms and performance styles	• exploring the collaborative process; group and ensemble work – how drama is taught in the classroom through experiential pedagogies • using improvisation, warm ups and games in the classroom to gain work state over social state. (e.g. icebreakers, communication games, team building, theatre sports etc.) **Reading for next week** • *Years 7-10 Drama Syllabus,* pages 1 to 16 (June 2003). • Ensemble Play-building*,* in *Living drama,* • *Impro Australia Handbook* **Task for next week** • *Write up directions for a warm-up game (Resources; Centre Stage, Theatre Sports, Games for Actors & Non-actors)*
2	**Drama students and how they learn** • Physical, social and intellectual development of students and how this affects their engagement in learning • Teaching strategies to respond to individual needs and backgrounds • Importance of matching teaching strategies to individual needs in Drama • How culture, cultural identity and linguist background impact Aboriginal and Torres Strait Islander students	• Research on how students learn • Developing cultural responsive teaching strategies and resources **Readings** • Advice on Programming and Assessment – Scope and Sequence, pages 10-17 • Young at Art, Chapter 1 – 'Play-building at the centre of classroom drama' **plus any one unit of work from** Chapter 4 - Level 1: Beginner Play-builders
3	**Scope and sequence in Years 7-10** • Advice on Programming and Assessment Document (NESA) – Organisation of classroom activities • Sequencing subject content across lessons within a unit of work • Converting syllabus material into units of work and looking at sample lesson sequences in stages 4 and 5 • Teaching essential and additional content in lesson sequences • Devise and evaluate Scope and Sequence sample documents • teaching essential content; dramatic contexts – **play-building;** the core of the curriculum in Stage 5	• Content selection and scope of content for effective lesson sequences for Stage 5 • Elements of drama – script work and traditional scene structures – students use traditional techniques to structure drama works • Practices: making – a range of making activities, improvisation and play-building, the basis for the junior curriculum **Readings** • Young at Art, Chapter 2 - Teaching and learning issues plus any one unit of work from Chapter 5 - Level 2: intermediate play builders • Advice on Programming and Assessment - Play-building unit, pages 20-31 **Task for next week** • Log notes from 'Young at Art'

4	**Play-building in Stage 5** • Setting challenging learning goals in lesson planning • Assessment of play-building – film examples and simulated marking Year 9 work samples, including providing effective feedback	• Elements of drama – script work and non-traditional scene structures – students use non-traditional techniques to structure drama works • Setting high expectations for learning • Strategies for making learning goals explic for students ICT in play-building **Readings** • Transitions in Drama, Errol Bray, Play-building, pages 37 - 46 • Young at Art, Chapter 8 - Working with narrative
5	**Stage 4 and 5 – Dramatic Contexts** • What is a Dramatic Context in Drama How do you teach them? • How would you sequence a unit of work on a dramatic context • Providing clear directions	• Exploring different types of playbuilding such as Verbatim • What will you do for microteaching? • **Lesson Demonstration** • How to structure instructions, questioning and transitions between activities **Readings** • Mathew Clausen: Centre Stage (See reading List)
6	**The Drama Essay** • How is the Drama Essay different to the English Essay • How to Scaffold a Drama Paragraph • How to write about experiential material	• Lesson plan preparation for microteaching with feedback from tutor **Reading** • Mathew Clausen: Centre Stage (See reading List)
7	**Dramatic Context** • Teaching strategies for Dramatic Context within the context of a production • Promoting inclusive student participation and engagement in the classroom • Providing clear directions	• Explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes • Strategies for inclusion, participation and engagement • **Microteaching** – all students must be present
	Week 8	**Method Break**
9 **(Online, F2F or Asynch) Week of April 12**	**Dramatic Context – Theatre Design** • Teaching theatre design in Stage 4 and 5 • Script analysis for design • Appropriate selection of ICT resources to support learning	• How to use ICT to engage students with subject content **Reading** • Stephen Curtis – Staging Ideas (See reading list)
10	**Teaching Drama to Indigenous Students**	• Performing Indigenous texts • Becoming a reflective teacher through the feedback cycle.

11	**Stage 6 Drama**	• MyExperience Online Evaluation

PROFESSIONAL EXPERIENCE

7. RESOURCES

Recommended Text Books (these must be purchased as they are used for assessment)
Causen Mathew, Centre Stage, 3rd Edition, Cengage, 2016
Hatton, Christine & Lovesy, Sarah, Young at Art, Routledge, 2008

Compulsory Weekly Reading - As outlined weekly in the Course Outline

Compulsory Syllabus Documents
NSW Board of Studies, Drama 7-10 Syllabus, June 2003
NSW Board of Studies, Stage 6 Syllabus, Drama, Preliminary and HSC Courses, June 1999
Students can download these from the Board of Studies website **www.boardofstudies.nsw.edu.au** or purchase hardcopies from the UNSW Bookshop on lower campus

Professional websites for Drama teachers
https://educationstandards.nsw.edu.au/wps/portal/nesa/home

New South Wales Education Standards Authority. NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

Professional Associations
Drama NSW, P.O. Box 872 Leichardt, 2040 Ph 9560 4966 www.dramansw.org.au

Further Reading

Attwood, B. (2005). *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.

Board of Studies NSW. (2003, 1999). Drama *Stages 4,5,6 Syllabuses* http://www.boardofstudies.nsw.edu.au/syllabus

Board of Studies NSW *Education Resources: Mapping of Information and Communications Technologies in Revised Mandatory Stages 4 and 5 Syllabuses*. Retrieved May 11, 2007 http://www.boardofstudies.nsw.edu.au/syllabus_sc/mapping_information.html

Buckingham, D. (2003) *Media Education: Literacy, Learning and Contemporary Culture*. London: Polity Press

Carroll, J. (2008). "Mediated performance: Video production in the English Classroom" in Anderson, M, Manuel, J and Hughes, J (Eds.) *Drama in the English Classroom.* Melbourne: Oxford University Press.

Carroll, J, Anderson, M and Cameron, D. (2006). *Real Players? Drama, education and technology.* Stoke on Trent: Trentham Books.

Cope, B and Kalantzis, M. (Eds) (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.

Friere, P. (1972). *The Pedagogy of the Oppressed*. Harmondsworth: Penguin

Greenwood, D.J and Levin, M (2005) “Reform of the Social sciences, and of Universities through Action Research” in Denzin, N.K and Lincoln, Y.S. (Eds.). *The Sage Handbook of Qualitative*

Heathcote, D., Johnson, L. & O'Neill, C. (1984). *Collected Writings on Education and Drama.* London.

Kolb, D.A. (1984). *Experiential Learning: experience as the source of learning and development.* New York.

Luke, A., Freebody, P. and Muspratt, S. (1997). *Constructing Critical Literacies: Teaching and Learning Textual Practice.* Aust: Allen & Unwin

New London Group. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*. 66(1), 60-92

O’Neill, C. (1995). *Drama Worlds: A Framework for Process Drama.* Portsmouth NH: Heinemann

Vygotsky, L. S. (1978). *Mind in society.* Cambridge, MA: Harvard University Press.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
1. Demonstration, detailed lesson plan and rationale	2,000 words	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	Friday March 26th 2021 by 5pm
2. Unit of Work	3,500 words	60%	1-6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday April 28th 2021 by 5pm
3. Microteaching	10-minute lesson	S/U	1,3-6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	As allocated in tutorials

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

Assessment 1 (2,000-word eq, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 5 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component

- design effective lesson sequences suitable for a variety of Stage 5 students
- plan a logical, sequential, cohesive unit of work
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of drama pedagogies appropriate to the material to be delivered
- show knowledge of the NSW HSC Drama Stage 5 syllabus and curriculum documents

Assessment 2 (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students must begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory.** Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6701 DRAMA METHOD 1

Student Name: Student No.:
Assessment Task 1: **Lesson plan**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of the relevant NSW syllabus • Selects appropriate topic, vocabulary and grammar structure for the target audience • Links teaching strategies to targeted syllabus outcomes					
Depth of analysis and/or critique in response to the task • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates a variety of Quality Teaching elements • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective questioning techniques					
Familiarity with and relevance of professional and/or research literature used to support response • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings					
Structure and organisation of response • Clearly articulates aim that can be achieved by lesson plan • Produces a coherent, logical, detailed lesson plan					
Presentation of response according to appropriate academic and linguistic conventions • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations					
GENERAL COMMENTS					

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.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6701 DRAMA METHOD 1

Student Name: Student No.:
Assessment Task 2: **Unit of work**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Design effective, creative lesson sequences for a variety of Stage 5 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key drama terms and concepts) • Use a variety of drama pedagogies appropriate to the material to be delivered					
Depth of analysis and/or critique in response to the task • Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) • Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours					
Familiarity with and relevance of professional and/or research literature • Reference specific material, research and ideas presented in Drama Method, Combined Method and the Professional Experience lectures • Research and show evidence of reading the allocated text and topic					
Rationale • Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested					
Structure • Plan a logical, sequential, cohesive sequence of lessons					
Syllabus Links • State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric					
Teaching Strategies • Devise a variety of dynamic teaching strategies for the topic to maximise student engagement • Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired • Devise an appropriate worksheet, literacy strategies and questioning • Differentiate at least 1 lesson to cater for diverse learning approaches and needs					
Assessment • Devise an appropriate assessment task (using relevant documents) • Show understanding of formative assessment					
GENERAL COMMENTS					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting:** 60%

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.**

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) •Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer: **Date:** **Satisfactory/Unsatisfactory** (circle)