School of Education

# EDST6702
# English Method 1

Term 1 2021

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**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
EDST6702 English Method 1 (6 units of credit)
Term 1 2021

## 2. STAFF CONTACT DETAILS


| | |
|---|---|
| Course Coordinator: | Renee Hajjar |
| Email: | r.hajjar@unsw.edu.au |
| Availability: | Please email to arrange an appointment |


## 3. COURSE DETAILS

| | |
|---|---|
| **Course Name** | English Method 1 |
| **Credit Points** | 6 units of credit (uoc) |
| **Workload** | Includes 150 hours class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| **Schedule** | http://classutil.unsw.edu.au/EDST_T1.html#EDST6702T1 |

SUMMARY OF THE COURSE

This course is designed to increase a student's pedagogical content knowledge for English teaching. The key elements of pedagogy and English content knowledge, as they relate to Stages 4 and 5 are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice to implement the requirements and philosophy of the NSW English syllabuses.

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

- Uploaded frequently asked questions regarding assessment tasks
- A variety of guest speakers

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---|---|---|
| 1 | Identify foundational aspects and structure of the NSW Education Standard Authority English Syllabuses 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 | Practise the ethical and professional values expected of teachers | 1,2,3 |

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

| Standard | | Assessment/s |
|---|---|---|
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | 1,2,3 |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds. | 1,2,3 |
| 2.1 | 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 | Organise content into an effective learning and teaching sequence. | 1,2,3 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. | 1,2,3 |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages. | 1 |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas | 3 |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | 1,2,3 |
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics. | 1,2,3 |

| | | |
|---|---|---|
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | 2,3 |
| 3.3 | Include a range of teaching strategies. | 1,2,3 |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning. | 1,2,3 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 1,2,3 |
| 4.1 | Identify strategies to support inclusive student participation and engagement in classroom activities. | 1 |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions. | 1,3 |
| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 2,3 |

NATIONAL PRIORITY AREA ELABORATIONS

| Priority area | | Assessment/s |
|---|---|---|
| A. Aboriginal and Torres Strait Islander Education | 1, 6, 7 | 1 |
| B. Classroom Management | 1, 5 | 1 |
| C. Information and Communication Technologies | 2, 3, 5, 6, 7, 8, 12, 13 | 1 |
| D. Literacy and Numeracy | 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 | 1, 2, 3 |
| E. Students with Special Educational Needs | 1, 4, 5, 7 | 2 |
| F. Teaching Students from Non-English-Speaking Backgrounds | 2, 3, 4, 5, 7, 8, 10 | 2 |

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

This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English syllabuses. During the course students will develop their knowledge of New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English in the curriculum and the community.

Student-centered activities form the basis of the course. These activities draw on the prior knowledge of the students and 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

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- 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 method content
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Online learning from readings on Moodle
- Online discussions
- Peer teaching in a simulated classroom setting

These activities will occur in a classroom environment that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

| Module | Topic |
|---|---|
| **Week 1**<br><br>Welcome to English Teaching: introductions, course overview, assessment and expectations | **Introductions and expectations**<br><br>What is subject English? How has it changed in recent years?<br><br>Introduction to the NSW 7-10 syllabus<br><br>Resources and professional networks<br><br>**Reading**<br>7–10 English Syllabus Stage 4 outcomes and content, pp 31-49 (Page numbers are for the hard copy and may differ slightly in the online version).<br><br>*Simon Sinek on Millennials in the Workplace*<br>https://www.youtube.com/watch?v=hER0Qp6QJNU<br><br>Priority Areas<br>ATSIE: A.3; ICT: C.1, C.3, C.5; L&N: D.2, D.3; SEd: E.1, E.2, E.3; NESB: F.1, F.3 |
| **Week 2**<br><br>Literacy: policy, DoE Literacy Continuum, place of literacy in English, resources and strategies | **7–10 English Syllabus: structure and content**<br><br>What is the place of literacy in the syllabus?<br><br>What makes a good lesson?<br>Using the UNSW lesson planning template.<br>Sample lesson plans.<br><br>**Reading**<br>7–10 Syllabus: Stage 5 outcomes and content, pp 51-69 (Page numbers are for hard copy and may differ slightly in the online version).<br><br>Priority Areas<br>ATSIE: A.4; CM: B.1, B.2; ICT: C.1, C.2, C.3, C.4, C.5, C.6;<br>L&N: D.1, D.2, D.3, D.4, D.5; SEd: E1, E.2, E.3; NESB: F.1, F.2. |
| **Week 3**<br><br>Texts for the syllabus with an Indigenous, Asian and sustainability focus | **7–10 English Syllabus:**<br>**Creating lessons using picture books, poems and short texts**<br><br>How do I use the syllabus to construct engaging lesson plans?<br><br>**Reading**<br>*School Excellence Framework* https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf<br>*Quality Teaching*<br>http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf<br>https://dei.eduone.net.au/ashford/DEPASCSCURRICULUM/HSIE UNIT/Quality Teaching Framework.pdf<br><br>Priority Areas<br>ATSIE: A.1, A.2, A.3, A.8;<br>ICT: C.9, C.11;<br>L&N: D.9, D.11; SEd: E.1, E.2, E.3; NESB: F.9, F.11. |
| **Week 4** | **7–10 English syllabus:**<br>**What are effective teaching strategies?**<br>Cooperative learning, group work and strategies such as jigsaw, dictogloss. |

| | |
|---|---|
| Principles for effective teaching | Teaching literacies.<br>Strategies for low literacy learners.<br>Introducing multicultural and Indigenous perspectives.<br><br>**Reading**<br>Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years,* 20 (1) pp20- 25<br><br>Read one or two texts from the list provided for the lecture.<br><br>Priority Areas<br>ATSIE: A.4, A.5, A.6, A.8;<br>CM: B.1, B.2, B.3; ICT: C.9, C.11;<br>L&N: D.4, D.5, D.6, D.7, D.8, D.10, D.11, D.12;<br>SEd: E.1, E.2, E.3; NESB: F.7. |
| **Week 5**<br><br>Planning a Unit of Work | **Units of work**<br>How do I design a differentiated unit of work?<br>Backward mapping from assessment.<br>Effective pedagogy for teaching English 7-12, including goal setting, using discussion strategies, journal writing, picture books and new media.<br><br>**Reading**<br>Strong start, Great teachers - Phase 2. The backward design model of curriculum planning, NSW Government Education and Communities, http://minkhollow.ca/becker/lib/exe/fech.php?media=tnl:facets.pdf<br><br>Six Facets of Understanding, from Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. p. 85-97. Alexandria, VA: Association for Supervision and Curriculum Development. http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf<br><br>Priority Areas<br>ATSIE: A.4, A.5, A.6, A.7; ICT: C.5, C.6, C.7, C.10, C.11; L&N: D.12, D.17; SEd: E.7, E.8; NESB: F.5, F.6. |
| **Week 6**<br><br>How to design effective and appropriate assessments | **Designing a unit of work**<br><br>**Reading**<br>Meiers, M (2009) "Responding to Students' Achievements in English" in Gannon, S et al (2009) *Charged with Meaning* 3rd ed. Sydney: Phoenix Education pp. 321 – 330.<br><br>Priority Areas ATSIE: A.8; CM: B.1, B.4, B.5, B.6; ICT: C.4, C.5, C.6, C.7, C.8; L&N: D.9, D.10, D.12, D.18, D.19;<br>SEd: E.6; NESB: F.5, F.7. |
| **Week 7**<br><br>How to keep your students reading | **Microteaching**<br><br>**Reading**<br>Watson, Ken, "Reading/Reader Response Theory" in Gannon, S et al (2009) *Charged with Meaning* 3rd ed. Sydney: Phoenix Education pp. 77-83.<br><br>Priority Areas ATSIE: A.8; CM: B.1, B.4, B.5, B.6; ICT: C.4, C.5, C.6, C.7, C.8; L&N: D.9, D.10, D.12, D.18, D.19; |

| | |
|---|---|
| | SEd: E.6; NESB: F.5, F.7. |
| | **Week 8 Method Break** |
| **Week 9**<br><br>How to encourage student writing | **Microteaching**<br><br>**Reading**<br>Gannon, S (2009) "Creative Writing" in Gannon, S et al (2009) *Charged with Meaning* 3rd ed. Sydney: Phoenix Education pp 223-230a<br>Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE.<br><br>Priority Areas<br>ATSIE: A.4, A.5, A.6; CM: B.1, B.4, B.5, B.6; ICT: C.1, C.4, C.6, C.11;<br>L&N: D.5, D.7, D.8, D.9, D.11, D.17; SEd: E.4, E.8; NESB: F.4, F.5, F.6, F.7. |
| **Week 10**<br><br>Strategies for teaching and assessing grammar, spelling and vocabulary | **Microteaching (or tutor choice if completed)**<br><br>**Reading**<br>McGowan, Stewart, "Integrating grammar in the new syllabus: A case study", mETAphor, Issue 4 Dec 2014, 27-39<br><br>Priority Areas<br>CM: B.1, B.4; ICT: C.4, C.5, C.6;<br>L&N: D.1, D.2, D.4, D.11; SEd: E.4; NESB: F.. |
| **Week 11**<br><br>How to teach Shakespeare in Stages 4, 5, 6 | **Teaching ideas for professional experience**<br><br>MyExperience Online course evaluation<br><br>**Reading**<br>Sawyer, W and Watson, K (2009) "Teaching Shakespeare Today: An Introduction" in Gannon, S et al (2009) *Charged with Meaning* 3rd ed. Sydney: Phoenix Education pp 213-218<br>Sawyer, W (2009) "Shakespeare" in Gannon, S et al (2009) *Charged with Meaning* 3rd ed. Sydney: Phoenix Education pp 219-221<br><br>Priority Areas<br>ATSIE: A.4, A.5, A.6, A.7, A.8; ICT: C.3, C.4, C.5, C.6, C.9, C.10; L&N: D.8, D.9, D.10, D.11; SEd: E.3, E.4;<br>NESB: F.4, F.5, F.6, F.7, F.9. |
| **Professional Experience** | |

## 7. RESOURCES

**The Flipped Classroom**
http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra http://www.tpack.org/) is a framework that identifies the Technological and Pedagogical Content Knowledge (TPACK) that teachers need to teach effectively with technology.**SAMR** (created by Dr. Ruben R. Puentedura) provides a framework to answer the question: what types of technology use would have greater or lesser effects upon student learning?
http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html

**Rural & Distance Education NSW** is a local resource presenting both of the above frameworks.
http://rde.nsw.edu.au/tpack-samr

**Reflections of pre-service teachers**
This series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.
http://www.ttf.edu.au/psts-talk.html

Student teachers are encouraged to set up their own blog (free) at Edublog to create and share resources and lessons they create.
http://edublogs.org/

**Required readings**

**All students must have copies of the English syllabuses in class**, either in hard copy or on a computer. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/home

NSW Syllabus for the Australian Curriculum, English K-10 Syllabus, Volume 2, 2012
*ISBN: 978 174301 0013 (Volume 2)*

*Further required readings*

Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3rd Edition* Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Manuel, J and Carter, D, (2009), *The English Teacher's Handbook A to Z*, Sydney, NSW Australia: Phoenix Education Pty. Ltd.

NSW DEC (2014) *School Excellence Framework,* Sydney, NSW
www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

NSW Department of Education and the English Teachers Association of NSW, English Textual Concepts, http://www.englishtextualconcepts.nsw.edu.au/content/what-is-it

**Further readings**


Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press

Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne

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

Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.

Harrison, Neil (2008) *Teaching and Learning in Indigenous Education,* Victoria, Australia Oxford University Press

Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years,* 20 (1) pp20- 25

Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning,* Routledge, NY

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxfor University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne

McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Wells, K (2010) Australian slang – A story of Australian English http://www.australia.gov.au/about-australia/australian-story/austn-slang

Wiggins, G and McTighe, J (1998) *Understanding by Design.* Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Pres


**Professional websites for English teachers**

**http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home**
The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

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 English teaching. To obtain copies of the HSC syllabuses, please use this website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.

**http://www.dec.nsw.gov.au**
The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material.
**http://www.curriculumsupport.education.nsw.gov.au/secondary/english/index**

You should also be familiar with the material on literacy on the DEC site.
**www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm**
**http://www.curriculumsupport.education.nsw.gov.au/literacy/resources/index.htm**

**http://www.aitsl.edu.au**
The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

**http://www.australiancurriculum.edu.au**
This is the Australian Curriculum site.

**http://www.nap.edu.au**
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN has been a part of the school calendar since 2008.

**http://www.aisnsw.edu.au**
The Association of Independent Schools

**http://www.ceosyd.catholic.edu.au**
The Catholic Education Office

**Professional associations**

**http://www.englishteacher.com.au**
The English Teachers Association (ETANSW) site. Join ETA as a student and receive their publication *mETAphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.
Tel 9572 6900
Email admin@englishteacher.com.au

**http://www.petaa.edu.au**
**Primary English Teachers' Association Australia (PETAA)**
Receive three professional books and five PETAA Papers each year.
Tel 9565 1277
Email info@peta.edu.au

**http://www.alea.edu.au/**
**Australian Literacy Educators Association (ALEA)**
Join as a student and receive three issues of *The Australian Journal of Language and Literacy* (AJLL) and *Literacy Learning: the Middle Years* (LL) each year.
Tel 1800248 379
Email office@alea.edu.au

## 8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | National Priority Area Elaborations Assessed | Due Date |
|---|---|---|---|---|---|---|
| 1.Lesson plan and rationale | Equiv. of 2000 words | 40% | 1,3-6 | 2.2, 2.6, 3.5, 4.2, 6.3 | A 2-6.<br>B.1, B.5<br>C 1-3<br>D 1-5 D.7, D.8<br>E.2, E.3, E.8<br>F.5, F.6, F.7 | Tuesday March 23rd 2021 by 5pm |
| 2.Outline Unit of Work | Equiv. of 3500 words | 60% | 1-6 | 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1 | A 1-6 A.8<br>C 1-6<br>D 1-5 D.7, D.8, D.10, D.11, D.12.<br>E.2, E.3, E.7, E.8<br>F 4-7 | Tuesday April 27th 2021 by 5pm |
| 3. Microteaching | 10 min. | S/U | 1,3-6 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1 | B<br>C<br>D | 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** (2000 wd eq, 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 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 2** (3500 wd eq, 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 have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- Resource list 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
EDST6702 ENGLISH METHOD 1

Student Name: Student No.:
Assessment 1: **Lesson plan and rationale**

| **SPECIFIC CRITERIA** | (-) ——————➤ (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Understands the purpose of the rationale<br>• Clear statement of syllabus outcomes in lesson plan<br>• Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies<br>• Effective use of student group structures and other strategies to address teaching and learning goals | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Detailed lesson plan based on a concept or text relevant to a mixed ability class<br>• Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework and the School Excellence Framework<br>• Uses appropriate meta-language<br>• Engaging and effective teaching strategies used | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Rationale demonstrates understanding of research and theory and is supported by appropriate references<br>• Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes | | | | | |
| **Structure and organisation of response**<br>• Clear and effective use of the lesson plan template | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**<br>**Comments (either oral or in writing) will be posted using Turnitin.** | | | | | |

**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
EDST6702 ENGLISH METHOD 1

Student Name Student No.
Assessment 2: **Outline of a unit of work**

| **SPECIFIC CRITERIA** | (-) ⟶ (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Understanding of the task and its relationship to relevant areas of theory, research and practice and principles for effective teaching<br>• Clarity and accuracy in use of key terms and concepts in lesson and unit planning<br>• Clear statement of syllabus outcomes covered by the unit as a whole<br>• Clear statement of content statements derived from these outcomes<br>• Explicitly stated learning goals for the unit as a whole<br>• Variety of teaching strategies including group work and incursion/excursion/performance<br>• Effective and engaging use of ICT<br>• Potential for student engagement with the material<br>• Incorporation of literacy metalanguage and strategies<br>• Formative assessment task detailed<br>• Assessments clearly linked to syllabus outcomes and learning goals | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW English 7-10 Syllabus documents or other curriculum requirements of the Education Act<br>• Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs<br>• Describe prior knowledge that students must have to begin this unit and discuss how this prior knowledge could be assessed<br>• Demonstrate suitability of chosen Textual Concepts, texts and discussion of potential student engagement<br>• Justify choice of content and teaching strategies in relation to the needs and abilities of the class | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• Demonstrate a deep understanding of material, research and ideas presented in English Method lectures and professional readings | | | | | |
| **Structure and organisation of response**<br>• Use appropriate overall structure and format of response<br>• Use a logical sequence with clear and coherent organisation | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Use excellent grammar, including spelling, syntax and punctuation | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**<br>**Comments (either oral or in writing) will be posted using Turnitin.** | | | | | |

**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)<br>• 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)<br>• Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)<br>• Were relevant linguistic structures and features and literacy<br>/numeracy knowledge and skills integrated into the lesson? (2.5.1)<br>• 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)<br>• Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)<br>• 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)<br>•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)<br>• Were instructions, explanations and questioning techniques effective? (3.3.1)<br>• 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)<br>• 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)<br>• Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)<br>• Were activities well organised and direction clear? (4.2.2)<br>• 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)