UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6704
EAL/D METHOD 1

Term 1, 2019

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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 and Social Sciences
School of Education
EDST 6704 EAL/D Method 1 (6 units of credit)
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Helen Pearson
Office Location:	John Goodsell Room 132
Email:	h.pearson@unsw.edu.au
Phone:	9385 3613
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

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

SUMMARY OF COURSE

This course prepares students for the teaching of English as an Additional Language or Dialect in secondary schools in NSW. Students will develop knowledge and understanding of relevant theories and practice to meet the language learning needs of EAL/D students in a secondary school context.

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

- More examples and strategies for how EAL/D support can be integrated into KLAs before Assessment 1 is submitted
- Group work opportunities to work with ESL Scales before individual work is required.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify foundational aspects and structure of the ESL Scales and the depth of subject knowledge required to support EAL/D learners in other Key Learning Areas
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
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
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard	
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
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
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

This is a Method course for EAL/D teachers, so a great deal of the focus is on literacy.

A number of students taking this course may also be or have been in the past EAL/D learners themselves, either from a non-English speaking background or who also speak Aboriginal English. Students with special educational needs are also included as the course addresses the educational needs of those students with a refugee background. In assessment 2 students are required to explain how the lesson could be adapted to meet the needs of Aboriginal and Torres Strait Islanders and refugee students.

In this course, students have many opportunities to include Information and Communication Technologies in their teaching. There is a Hot Potatoes workshop and students are encouraged to create an activity using this program. They are also assessed on lesson plans incorporating ICT.

EAL/D teaching is for Students from Non-English Speaking Backgrounds.

Priority area	
Aboriginal and Torres Strait Islander Education	4, 7
Information and Communication Technologies	1
Literacy and Numeracy	1, 3, 4, 5, 6, 10, 12
Students with Special Educational Needs	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19
Teaching Students from Non-English Speaking Backgrounds	7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to have a theoretical understanding of EAL/D content pedagogy in order to design and implement effective EAL/D teaching strategies. They need a deep understanding of good EAL/D pedagogy, particularly the EAL/D teaching sequence and strategies to teach the language modes. Also they need skills and tools to plan sequences of lessons in the KLAs and to program units of work in English, therefore the use of the ESL Scales and the NSW Board of Studies English syllabus English 7-10 needs to be taught. In addition students need to develop skills in assessment both for the purpose of programming, student feedback and reporting. All of this needs to be taught in practical, hands on environment where students are given explicit modeling and opportunities to work collaboratively in a supportive environment to develop their understanding and skills. Student should also feel comfortable to discuss, question and reflect on their own experiences and learning

5. TEACHING STRATEGIES

- Student-centered activities and opportunities for critical and reflective engagement with the content and methodology and philosophy of EAL/D teaching will form the basis of the course.
- Lectures will explicitly model and teach EAL/D pedagogy and model teaching strategies.
- Opportunities for joint construction of lessons and programs will allow students to be supported in their learning.
- Online learning will include regular, critical and reflective responses to readings on Moodle.
- Peer teaching in a simulated classroom setting.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<u>Introduction to EAL/D Learning</u> EAL/D students and their needs • Acquiring a language and acquiring a dialect • Physical, social and intellectual development of students and how this affects engagement in learning • Working with refugees • Roles and responsibilities of EAL/D teachers • How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students	**Course Schedule**, assessments and resources for the course Importance of **ethical and respectful behaviour** Developing **culturally responsive teaching** strategies and resources **Compulsory Reading for Week 2**: Pauline Gibbons, *English Learners Academic Literacy and Thinking,* Chapters 1 and 2
2	<u>The ESL Scales:</u> Using the Scales for Assessment • Developing a profile of EAL/D students using the Scales • Differentiation - How is it implemented in the classroom to meet student needs?	• **Discussion of reading Wk 2** • Group work using ESL Scales with real EAL/D scripts • Analysing a student profile and preparing a relevant ICT resource • **Instructions for Microteaching** using a video as a demonstration **Compulsory Reading for Week 3:** Pauline Gibbons, *English Learners Academic Literacy and Thinking,* Chapters 3 and 4
3	**<u>Note</u>: date and time for IEC visit is to be confirmed.** <u>Role and Function of Intensive English Centres (I.E.C.s)</u> • Teaching strategies for EAL/D Phase 1 Visit to Beverly Hills I.E.C. Melvin St, Beverly Hills NSW 2209	**Compulsory Reading for Week 4:** De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney Pauline Gibbons, *English Learners' Academic Literacy and Thinking* Chapter 5 ACARA ESL Teacher Resources • *http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-Language-or-dialect*
4	<u>Theories and Research related to teaching EAL/D learners</u> Research on how students learn first and additional languages: • Setting challenging learning goals in lesson planning • The Mode Continuum • Zones of Proximal Development and differentiation • Scaffolding	• **Discussion of readings for weeks 3 and 4** • What is differentiation? How is it implemented in the classroom to meet student needs? • Creating a High challenge/ High support classroom • Strategies for making learning goals explicit for students **Compulsory Reading for Week 5:** Pauline Gibbons, *English Learners Academic Literacy and Thinking* Chapter 8
5	<u>Teaching EAL/D Students Across the KLAs</u> Teaching strategies to respond to individual needs and backgrounds • Importance of matching teaching strategies to individual needs	Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes

	• Appropriate selection of ICT resources to support learning <u>Teaching EAL/D Learners in KLA English</u> • NESA 7-10 English Syllabus • Linking the Scales to the English Syllabus	**Compulsory Reading for Week 6:** Pauline Gibbons, *English Learners Academic Literacy* Chapter 7
6	<u>EAL/D Pedagogy: Theory into Practice</u> The EAL/D Teaching Sequence • Organisation of classroom activities • Promoting inclusive student participation and engagement in the classroom • Interactive Task Design	• **Discussion of reading Week 6** • Strategies for inclusion, participation and engagement • Providing clear directions • Transitions between activities • Teacher/Student Talk • Group design of a lesson related to one student profile **Compulsory Reading for Week 7:** Pauline Gibbons, *English Learners Academic Literacy and Thinking* Chapter 5
7	<u>Explicitly teaching reading to EAL/D learners</u> • Three Cueing Systems • Four Resources Model • Pre, During and Post Reading	**Microteaching** • **Compulsory Reading for Week 8**: Pauline Gibbons, *English Learners Academic Literacy and Thinking* Chapter 6
8	<u>Sequencing subject content across lessons within a unit of work in English</u> • Approaches to planning a unit of work for EAL/D students around poetry, novels, short stories or a picture book	• **Discussion of reading Week 8** • Content selection and scope of content for effective lesson sequences for level 3 or 4 **Compulsory Reading for Week 9:** "Focus on writing". Chapter 6 in Hertzberg, M. (2012) *Teaching English in Mainstream Classes*. PETAA: Sydney •
Mid-term teaching break		
9	<u>Explicitly teaching writing to EAL/D learners</u> • The Genre theory • The Curriculum Cycle • Assessing writing	• **Discussion of reading for Wk 9** • Planning sequences of 2 lessons to support EAL/D students in the mainstream: Ass 2 Preparation. **Microteaching** **Compulsory Reading for Week 10:** Cochrane, I et al (2013) *Grammar in the Early Years: A games-based approach*. PETAA: Sydney
10	<u>Literacy and Language</u> • Techniques and reasons for teaching English grammar in English and other KLAs.	• **Discussion of reading for week 10** • Analysing writing at word and sentence levels • MyExperience • Becoming a reflective teacher through the feedback cycle
Professional Experience		

7. RESOURCES

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

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

Required Readings

Pauline Gibbons (2009). *English Learners Academic Literacy and Thinking Learning in the Challenge Zone*, Heinemann

ESL Scales (1994). Curriculum Corporation

ACARA (2014) *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice.* http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html

Further Readings

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.

Droga, L. & Humphrey, S. (2005) *Grammar and the Organisation of Meaning*, Target texts, Berry, Australia.

Dufficy , P. (2005). *Designing learning for Diverse Classrooms*, PETA, NSW

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

Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning,* Heinemann

Hammond, M. and Miller, J. (2015) *Classrooms of Possibility: Supporting at risk EAL students.* PETAA: Sydney

Harrison, N. (2008). *Teaching and learning in Indigenous education.* Oxford, Sydney.

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

Hertzberg, M. (2012) *Teaching English in Mainstream Classes*. PETAA: Sydney

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

Knapp, P & Watkins M. (1994). *A functional Model in context, Text and Grammar* (Online UNSW My Course)

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar* UNSW Press, Chapter 1 - *A Genre Based Model of Language* (Online UNSW My Course)

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.

Nicoll, V. & Roberts, V. (2003). *Taking a closer look at Literature Based Programs*, PETA, Newtown DET

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

Sharpe, T. (2004). *So what is 'special' about an EAL/D Teacher?* ATESOL NSW Magazine (Online UNSW My Course)

Vale, E. (2002). *The EAL/D Scales and the Draft English 7-10 Syllabus*, DET, Ryde (Online UNSW My Course)

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Adjust two lesson plans for EAL/D learners	2 000 Words max.	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 1.4.1, 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	Wed. 27 March 5pm
Assessment 2 Planning a unit of work	3 500 words equiv.	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 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 8 May 5pm
Assessment 3 Microteaching	10 mins + written self-evaluation	S/U	1,3,4,5,6	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 class

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: (40%) 2,000 words equivalent
Adapting a lesson plan to support EAL/D learners in a KLA.
Due: Week 6

1. Adapt one lesson plan from a KLA so that it incorporates EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA**.**
    - Include the use of ICT
    - Use the *ESL Scales* to help identify the language you will need to teach the students
    - Use the standard SED lesson plan format
    - Demonstrate knowledge of a variety of EAL/D teaching strategies
    - Map all aspects of teaching to EAL/D pedagogy.
      (One lesson plan: 1 000 words equivalent)
2. Create and submit all teaching resources necessary for the lesson. Briefly identify and describe **strengths** the existing KLA lesson had for EAL/D learners. (*250 words*)
3. Identify and explain the main **challenges** the original lesson poses for EAL/D learners, making reference to the demands of the unit and the language and cultural differences of EAL/D learners. (*200 words*)
4. Explain how you attempt to support students to meet the language demands of the original lesson by making reference to your adapted lesson, relevant course readings, EDST6704 lectures and tutorials. (*200 words*)
5. Explain how you would adapt or modify your lesson:
    a) for a student who has had interrupted schooling (e.g. a refugee) (*150 words*)
    b) for an indigenous student who has English as an additional dialect (*150 words*)

NOTE: The word count in brackets is a guide only.
Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

ASSESSMENT 2: (3,500 words, 60%)

Prepare an outline for a unit of work for a class with learners on levels 3/4 on the ESL Scales. 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 in this unit and why it is important
- justify your choice of topic 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 range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge so that they can progress to Levels 4/5.

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

Include outlines only for 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.

Individual students self-evaluate their performance, responding to any peer evaluations, identifying 3 strengths in their presentation and identifying area(s) for improvement.

These **self-evaluations** are emailed within one week of presentation to h.pearson@unsw.edu.au

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6704 EAL/D METHOD 1: ASSESSMENT 1

Student Name: Student No.:
Assessment Task: **Adapting a lesson plan for EAL/D learners**

SPECIFIC CRITERIA	(+) ——————➤(-)				
Understanding of the question or issue and the key concepts involve • Demonstrates an ability to adjust a lesson plan to suit EAL/D learners • Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners					
Depth of analysis and/or critique in response to the task • Plan carefully and implement engaging and goal oriented teaching approaches for EAL/D learners which address the goals of the original lesson • Using ICT demonstrates knowledge of teaching strategies such as interactive tasks, activating schema, building student's vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn. • Shows evidence of critical analysis and reflection.					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates a thorough analysis and insightful understanding of the theoretical underpinnings of EAL/D and EAL/D pedagogy and is able to justify clearly strategies used in the teaching approach. • Demonstrates thorough knowledge of prescribed texts and is able to implement their pedagogies in relation to the students					
Structure and organisation of response • Uses SED lesson plan template					
Presentation of response according to appropriate academic and linguistic conventions • Explains strengths and challenges of the original lesson using clear standard Australian English					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) Weighting: 40% Mark /20

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
EDST6704 EAL/D METHOD 1

Student Name: Student No.:
Assessment Task 2: Designing a unit of work

SPECIFIC CRITERIA	(+) ⟶ (-)				
Understanding of the question or issue and the key concepts involve • Demonstrates knowledge of EAL/D teaching progression and ways of scaffolding students for new language skills, knowledge and understanding with a consistent focus on what the students need to learn.					
Depth of analysis and/or critique in response to the task • Demonstrates a capacity to plan for engaging and goal-oriented lessons for EAL/D learners which address the learning intentions and language outcomes required for EAL/D students at these levels • Demonstrates an ability to create appropriate teaching sequence					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates knowledge and understanding of how to incorporate ICT into classroom teaching practice to address learning outcomes. • Demonstrates an ability to clearly describe all stages of the lesson • Demonstrates ability to map all aspects of teaching to EAL/D pedagogy					
Structure and organisation of response Rationale is clear and well organised					
Presentation of response according to appropriate academic and linguistic conventions • Demonstrates a thorough analysis of the language and content demands of the lessons and is able to justify clearly strategies used in the lessons through insightful and understanding of the theoretical underpinnings of EAL/D pedagogy and the ESL Scales.					
Comment					

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

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

UNSW AUSTRALIA

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)**