



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6775
Visual Arts Method 1

Term 1, 2020

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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
EDST6775 Visual Arts Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course convener: Enza Doran
Email: v.doran@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Visual Arts 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

SUMMARY OF THE COURSE

This course provides an introduction to the NSW Visual Arts mandatory (Years 7-8) and elective (Years 9-10) syllabuses. Students are encouraged to critically examine the content and structure of the Stage 4 and 5 Visual Arts curriculum documents. The course introduces pre-service teachers to the practice of planning, implementing and assessing learning in Visual Arts with particular emphasis on the junior years of high school. The course is also designed to develop understanding of current issues shaping visual arts education.

Students will be introduced to the process of planning a sequence of lessons and evaluating individual lessons and sequences of lessons against the desired outcomes. Microteaching is used to bring the planned lessons to life and provides students with an opportunity to demonstrate an understanding of key competencies, receive feedback from peers and the lecturer and to develop their teaching practice.

Learning will be contextualised in relation to knowledge about the nature of visual arts and visual arts education in Australia.

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

- Greater development of Visual Arts Syllabus course content areas
- Explicit connections to course assessment
- More platforms for student engagement

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Visual Arts 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	1, 2, 3
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
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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, 3
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	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	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, 3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2, 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 and their application in teaching areas	1, 3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2, 3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2, 3

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

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In addition to developing their knowledge of Visual Arts syllabuses and concepts in visual arts education, students undertaking this course will think deeply about some of the most critical issues facing visual arts educators. The course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of visual arts education in Australia. In addition to traditional lectures, the course also involves workshops where students will take part in simulated classroom activities, critical discussions, and reflective observations of visual arts education in practice.

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.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	Introduction to the course and overview of Visual Arts curriculum in NSW.	Engaging with Visual Arts Syllabus and documentation Introduction to Assessment task 1.
2	Understanding how students learn in the Visual Arts	Relationship between student learning and the Syllabus
3	Engaging with Visual Arts Course Content: The Conceptual Framework	Using the Course Content to design lessons and programs: Conceptual Framework Microteaching groups allocated
4	Engaging with Visual Arts Content: Practice	Using the Course Content to design lessons and programs: Practice Assessment task 1: Peer Feedback
5	Adopting and developing points of view in teaching and learning using the Frames	Using the Course Content to design lessons and programs: The Frames Microteaching demonstration
6	Mapping Course Content and concepts in Visual Arts Programs	Developing units of work. ASSESSMENT TASK 1 DUE
7	Best practice in Stage 4/5 Visual Arts Education (guest lecturer)	Summative and formative assessment activities in Programs Introduction to Assessment task 2 Assessment 3 - Microteaching GROUP 1
8	Student as Practitioner: Assessing student learning in the Visual Arts	Summative and formative assessment activities in Programs Assessment 3 - Microteaching GROUP 2
9	Strategies for differentiating curriculum to meet the diverse needs of learners in the Visual Arts classroom	Differentiation in the Visual Arts classroom: creating resources for improving student learning and engagement in literacy, diversity and Assessment 3 - Microteaching GROUP 3
10	The big picture: Visual Arts Education in Australia Prepping for Practicum	Review of course Microteaching feedback ALL GROUPS Assessment task 2: Small group presentations myExperience to be completed in tutorial

Professional Experience

7. RESOURCES

Required Readings:

For the timetable of required readings please see the weekly reading list on the Moodle site.

You are required, for this course, and in the future, to have copies of the syllabus documents. It is highly recommended that you buy them or have them printed and bound.

Access via the New South Wales Education Standards Authority (NESA) website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

Board of Studies NSW. (2003). Visual Arts Years 7-10 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2004). Visual Arts Years 7-10 Syllabus: Advice on programming and assessment. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2005). Photography, Video and Digital Imaging Stage 6 CEC. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2006). Creative Arts K-6 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2009). Visual Arts Syllabus Stage 6. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW Assessment & Reporting Stage 6

Board of Studies, NSW. (2000). Visual Design Stage 6 CEC Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies, NSW. (2003). Photographic and Digital Media Years 7-10 Syllabus. Sydney, NSW, Australia: Board of Studies NSW.

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2009). Shape of the Australian Curriculum: The Arts. Sydney, NSW, Australia: ACARA.

ACARA 2013 publication on Australian Curriculum

Recommended Reading:

Brown, Neil C. M. (2016) Studies in Philosophical Realism in Art, Design and Education. Springer: ProQuest Ebook

Maras, K. E. (2018). Mind, Language and Artworks as Real Constraints on Students' Critical Reasoning about Meaning in Art. *International Journal of Art & Design Education*, 37(3), 530–540. <https://doi.org/10.1111/jade.12152>

Maras, K. (2018). A Realist Account of Critical Agency in Art Criticism in Art and Design Education. *International Journal of Art & Design Education*, 37(4), 599–610. <https://doi.org/10.1111/jade.12206>

Maras, Karen. (2013). What ACARA 'forgot' : opening up the space for a conceptual framework for visual arts in the Australian curriculum. *Australian Art Education*, 35(1), 24–37.

Maras, Karen. (2010). Age-related shifts in the theoretical constraints underlying children's critical reasoning in art. *Australian Art Education*, 33(1), 20–28.

Matthewson-Mitchell, D. (2008). Exploring alternative pedagogical terrain: Teaching and learning in art museums. *International Journal of Pedagogies and Learning*, 4(5), 74–89. <https://doi.org/10.5172/ijpl.4.5.74>

Mitchell, D. M. (2016). "This is the best lesson ever, Miss...": Disrupting Linear Logics of Visual Arts Teaching Practice. *International Journal of Art & Design Education*, 35(2), 259–274. <https://doi-org.wwwproxy1.library.unsw.edu.au/10.1111/jade.12061>

Thomas, K., & ProQuest. (2019). *The Paradox of Creativity in Art Education : Bourdieu and Socio-cultural Practice* (1st ed. 2019.). Cham: Springer International Publishing : Imprint: Palgrave Pivot.

Thomas, Kerry. (2017). Creative performances and gifted education: Studies from art education. *Australasian Journal of Gifted Education*, 26(2), 5–15. <https://doi.org/10.21505/ajge.2017.0012>

Thomas, K. (2010). What is the Relationship between Social Tact in Teacher–Pupil Exchanges and Creativity? Reconceptualising Functional Causes of Creativity in Artmaking. *International Journal of Art & Design Education*, 29(2), 134–142. <https://doi.org/10.1111/j.1476-8070.2010.01645.x>

Professional Associations for Visual Art Educators:

VADEA NSW, *Visual Art and Design Educators Association of NSW*: www.vadea.org.au

This not for profit organisation is the peak professional association for Visual Art, Design and Photographic and Digital media educators in the primary, secondary and tertiary sectors. Student membership rates available.

Each state has their own art education association.

Not for profit national professional association that supports and promotes art education at all levels as an integral part of general education and art education research within Australia.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Stage 4 lesson plan	2 000 words (equiv.)	40%	1,3,4,5,6	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	Tuesday 24/3/2020 By 5.00pm
Assessment 2 Outline of stage 5 unit of work	3 500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.4.1, 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	Tuesday 5/5/2020 By 5.00pm
Assessment 3	10 minutes	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 tutorial

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: Lesson Plan

(2,000 words, weighting 40%)

Due: WEEK 6
Tuesday 24th March 2020

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 (please see Moodle).

Create an **Artmaking** lesson (**outcomes 4.1- 4.6**) which is situated within larger unit of work, based on the role of using their artmaking. Use the conceptual framework e.g. *artist-world, artist-audience etc* as the foundation of your lesson.

This artist should be selected from a **current exhibition** in a **significant gallery**, for example, Art Gallery NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.

This lesson also needs to identify explicitly which Syllabus Content Areas are engaged. Use only ONE frame, the role of the artist, and their relationship Practice. *For example, Cultural Frame, Artist – Artwork and Practice-conceptual*. If students require clarification in their choice, please speak to your lecturer.

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** (500 - 700 words) 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 (frames, conceptual framework and practice)
- 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: Unit of Work

(3,500 words, weighting 60%)

DUE: Tuesday 5th May 2020

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.

Create a UNIT of WORK which is situated within larger unit of work. Choose a way to FRAME PRACTICE and a within concept based on an artist's artmaking practice. Use the conceptual framework e.g. *artist-world, artist-audience etc* as the foundation of your lesson.

This artist should be selected from a **current exhibition** in a **significant gallery**, for example, Art Gallery NSW, MCA, White Rabbit, National Gallery of Victoria, MONA, QGOMA etc.

This lesson also needs to identify explicitly which Syllabus Content Areas are engaged, that is, which Frames, Conceptual and Practice. *For example, Cultural Frame, World – Artwork and Practice-conceptual*. If students require clarification in their choice, please speak to your lecturer.

You must write a **rationale** for the unit (800 - 1000 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 relevant to syllabus
- 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 have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- Lesson Intention(s) 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 (extracted from one of your lessons for Assessment 1) using the SED prescribed template and including a statement of expected learning outcomes. Your mini-lesson should involve an active teaching strategy whether you are presenting an artmaking or art theory focus. Your lesson plan should also reflect ATSI, literacy and numeracy content.
2. A 10-minute mini-lesson on based on Assessment Task 1 – Stage 4 Lesson Plan. This must be an Artmaking lesson, with a practical, student centred activity This mini-lesson must engage the students in some type of interactive task. It cannot be a lecture, PowerPoint or other type of teacher driven 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
EDST6775 VISUAL ARTS METHOD 1

Student Name:
Assessment Task 1

Student No.:

CRITERIA	(-)	□	(+)
Understanding of lesson planning and sequences <ul style="list-style-type: none"> - Understanding of the Stage 4 Visual Arts Syllabus is demonstrated in effective and engaging lesson plan sequence - Lesson goal/s (lesson intentions) are obvious and clearly linked to syllabus outcomes, chosen teaching and learning strategies, and Visual Arts content 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> - Applications of pedagogical approaches are appropriate and well-reasoned - Knowledge of Visual Arts content supported by appropriate examples of artists' practice in a detailed lesson plan - Utilises and applies appropriate Visual Arts syllabus language - Lesson plan demonstrates a range of sources beyond the obvious and formulaic 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> - Reflects ideas and materials provided in lectures and tutorials, as well as research and other professorial literature, on effective pedagogy to engage all students and achieve syllabus outcomes - Demonstrates the reasoning and decision making behind choices of your lesson plan - Demonstrates knowledge of Syllabus and Visual Arts Content 			
Structure and organisation of response <ul style="list-style-type: none"> - Sequenced, relevant and logical teaching and learning activities - Show age and stage appropriate choice of topic, outcomes and strategies - Utilise appropriate and relevant differentiation, literacy/ numeracy/ ICT; and choice of resources 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> - Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references - Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length - Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts 			
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME			

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
EDST6775 VISUAL ARTS METHOD 1

Student Name:
Assessment Task 2

Student No.:

CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> - Understanding of assessment for learning and of formative and summative assessment practices appropriate to Stage 5. - Clarity of the assessment for learning activities from the formative to summative - Assessment choices demonstrate an understanding of a broader theoretical framework 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> - Depth of analysis and/or critique in response to the task, including the rationale, assessment tasks and lesson sequence. - Demonstrates knowledge and understanding of the relationships between Visual Arts content, outcomes and course requirements for stage 5 - Summative and formative assessment approaches and activities are appropriate and well-reasoned - Knowledge of Visual Arts content supported by relevant examples of critical and/or historical practice detailed in the outline and rationale 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> - Rationale demonstrates understanding of research and theory and is supported by variety of appropriate references - Outline demonstrates a range of sources beyond the obvious and formulaic - Reflects ideas and materials provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes 					
Structure and organisation of response <ul style="list-style-type: none"> - Sequenced and logical reasoning of teaching and learning choices - Clarity and cohesion in organisation of tasks/activities - Consideration of formative and summative assessment, differentiation, literacy, ICT, one incursion/excursion/performance/product activity and choice of materials and resources included and relevant 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> - Clarity, consistency and appropriateness of academic writing conventions such as quoting, paraphrasing, attributing sources of information, and listing references - Writing demonstrates an excellent command of English grammar conventions, including spelling, sentence structure, vocabulary use, punctuation and word length - Appropriate use and application of Visual Arts and Education pedagogical terminology and concepts 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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:
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Details

Method	Topic/level
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Standards	Comments
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<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • 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) 	
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<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • 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) 	
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<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • 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) 	
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<p>Comments:</p>

Lecturer:

Date:

Satisfactory/Unsatisfactory (circle)