School of Education

EDST6920
Ancient History 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
EDST6920 Ancient History Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS
Course Co-Convenor: Ashley Chee Quee
Email: a.cheequ@unsw.edu.au
Availability: By email or appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Ancient History Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td><a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a></td>
</tr>
</tbody>
</table>

SUMMARY OF COURSE

This course is designed to increase a student's pedagogical content knowledge for Ancient History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

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

- The resource list has been updated to reflect recent publications.
- Lecture slides and tutorial materials have been updated to reflect the latest research.
## STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tr>
<td>1</td>
<td>1 &amp; 2</td>
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<td>1 &amp; 2</td>
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<td>5</td>
<td>1 &amp; 2</td>
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<tr>
<td>6</td>
<td>1 &amp; 2</td>
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## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1.1.1</td>
<td>1 &amp; 2</td>
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<tr>
<td>1.2.1</td>
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<td>1.3.1</td>
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<td>1.4.1</td>
<td>1 &amp; 2</td>
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<tr>
<td>1.5.1</td>
<td>1 &amp; 2</td>
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<td>2.1.1</td>
<td>1 &amp; 2</td>
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<td>2.2.1</td>
<td>2</td>
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<td>2.3.1</td>
<td>1 &amp; 2</td>
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<tr>
<td>2.4.1</td>
<td>1 &amp; 2</td>
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<td>2.5.1</td>
<td>1 &amp; 2</td>
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<td>2.6.1</td>
<td>1 &amp; 2</td>
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<td>3.1.1</td>
<td>1 &amp; 2</td>
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<td>3.2.1</td>
<td>2</td>
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<td>3.3.1</td>
<td>1 &amp; 2</td>
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<tr>
<td>3.4.1</td>
<td>1 &amp; 2</td>
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<tr>
<td>3.5.1</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
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<tr>
<td>4.2.1</td>
<td>Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
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<tr>
<td>6.3.1</td>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
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<tr>
<td>7.1.1</td>
<td>Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</td>
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### NATIONAL PRIORITY AREA ELABORATIONS

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>4, 7</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>1</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>1, 3, 4, 5, 6, 10, 12</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>7</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English Speaking Backgrounds</td>
<td>4, 5</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>
4. **RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW K-10 History Syllabus documents. During the course students will develop their knowledge of New South Wales syllabus documents.

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach, including embedding Aboriginal and Torres Strait Islander histories and cultures.

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 the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
## 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Module</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
</table>
| 1      | - **Introduction** to Stage 4 and 5 History in NSW  
- Stages 4 & 5 in the History K–10 Syllabus  
- Programming Stages 4 & 5 (scope and sequences)  
- Overview & Depth Study  
- Ancient History in the junior syllabuses | - Course Outline, expectations & assessment  
- How Stage 4 extends Stage 3  
- Programming Stages 4 & 5, including current issues relating to the teaching of Ancient History |
| 2      | - **Lesson Planning** for Ancient History – setting challenging learning goals  
- Physical, social and intellectual development of students and how this affects their engagement in learning  
- Teaching strategies to respond to individual needs and background | - Research on how students learn  
- Developing culturally responsive teaching strategies and resources for Ancient History  
- Lesson plan modelling and analysis  
- Strategies for making learning goals explicit for students |
| 3      | - **Skills and concepts** in Stage four and five History (Ancient History)  
- Historical thinking  
- Organisation of classroom activities  
- Providing clear directions | - What is historical thinking?  
- Demonstrating historical thinking skills  
- How to structure instructions, questioning and transitions between activities |
| 4      | - **Assessment** in Stage four and five history  
- Formative assessment  
- Embedding assessment in junior history lessons  
- Assessment strategies in Ancient History | - Setting high expectations for learning  
- Scaffolding  
- Marking criteria  
- Self and peer assessment  
- Feedback strategies  
- Sample history assessments |
| 5      | - **Differentiation**  
- What is differentiation? How is it implemented in the classroom to meet student needs?  
- Promoting inclusive student participation and engagement in the classroom  
- Teaching mixed ability classes  
- Importance of matching teaching strategies to individual needs | - Strategies for inclusion, participation and engagement through differentiation  
- Demonstration of microteaching |
| 6      | - **Units of work**  
- Sequencing subject content across lessons within a unit of work  
- Mapping skills/concepts, outcomes and activities | - Content selection and scope of content for effective lesson sequences for one stage  
- **Microteaching**  
- Assessment 1 Due (Thurs, 5pm) |
| 7      | - **Teaching and Learning** across a unit of work  
- Student-centred learning  
- Communication (writing, designing, sharing) | - How to use ICT to engage students with subject content  
- **Microteaching** |
| 8      | - **Sources and Evidence**  
- Sources in Stage four and five history  
- Ancient history sources  
- Using evidence in Ancient History | - Integrating Indigenous perspectives  
- **Microteaching** |
| 9 | • Indigenous Perspectives in Stage Four and Five History  
    • How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students in Ancient History | • Working across the curriculum  
    • Indigenous perspectives in Stage four and five  
    • Microteaching |
|---|---|---|
| 10 | • ICT Technologies in History  
    • Skills and Concepts for Stage 4 and 5  
    • Technology in the History Classroom  
    • Selecting ICT tools and resources  
    • Opportunities of technology in Ancient History | • Preparing for Professional Experience  
    • Becoming a reflective teacher through the feedback cycle  
    • Complete myExperience in tutorials  
    • Microteaching catch-up  
    • Assessment 2 Due (Thurs 5pm.) |
| 11 | • Back-up week (class only if required) | • Class only if required |

### 7. RESOURCES

**Essential Documents**  
Students must be familiar with:

- NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW
- NESA (2012) *NSW History K-10 Syllabus* (Stages 4 and 5)

**Course Readings:** These will be made available on Moodle.

**Further Readings**


EDST6920 Ancient History Method 1 UNSW 2020


Tarr, R (2016), A History Teaching Toolbox, Createspace (recommended)


**Research Reports**

Taylor, T.et al. (2000), The Future of the Past, Victoria: Faculty of Education, Monash University


**Journals**

*Teaching History*, Journal of the History Teachers’ Association of NSW Inc. (HTA NSW)
(A source of teaching ideas, curriculum issues and academic articles. Student membership available.)

8. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>AITSL Standards</th>
<th>National Priority Area Elaborations</th>
<th>Due Date</th>
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<tr>
<td>Task 1 Lesson Plan</td>
<td>2 000 words</td>
<td>40%</td>
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<td>A.4, 7</td>
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<td>D1.3, 3, 4, 5</td>
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<td>4.1.1, 4.2.1</td>
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<tr>
<td>Task 2 Unit of Work</td>
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<td>4.2.1, 6.3.1</td>
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</table>

**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/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)

**Assessment Details**

**Assessment Task 1: Stage Four (4) Lesson Plan**

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 (600-800 words). 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.**
In your lesson plan outline, 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 Task 2: Stage Four (4) unit of work outline**

Prepare an outline for a unit of work for a Stage 4 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

**Note:** If your lesson plan for Assessment 1 was for Year 7, you should use Year 8 for this assessment.

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 have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit must include the following across the five lessons:

- 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.
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 (see assessment 1 on page 10)


Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, you must demonstrate the use of a literacy or numeracy strategy, relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

1. Initial Lesson Plan: All students must submit their proposed lesson plan as Assessment task 1 in Week 5. The feedback will be designed to help facilitate a successful microteaching experience.

Notes

1. Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.

2. Micro-teaching: 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: A student who is assessed as unsatisfactory in microteaching 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.
## Assessment Task 1: Stage Four Lesson Plan

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
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</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts in History teaching and the NSW syllabus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ability to plan and assess for effective learning by designing a detailed lesson on the given proforma using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</td>
</tr>
<tr>
<td>• the lesson effectively plans for teaching and learning within a comprehensive high school setting and includes appropriate differentiation strategies</td>
</tr>
<tr>
<td>• lesson plan, structure and resources link to syllabus topics and outcomes</td>
</tr>
<tr>
<td>• rationale shows evidence of analysis of syllabus and pedagogical requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
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<tbody>
<tr>
<td>• rationale and lesson plan specifically linked to material, research and ideas presented in History method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.</td>
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<tr>
<th>Structure and organisation of response</th>
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<tbody>
<tr>
<td>• rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy</td>
</tr>
<tr>
<td>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</td>
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<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
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<tbody>
<tr>
<td>• lesson plan and rationale meet appropriate academic and linguistic conventions</td>
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</tbody>
</table>

### GENERAL COMMENTS:

Tutor: [Signature]  
Date: [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.
**SPECIFIC CRITERIA**

Understanding of the question or issue and the key concepts involved

- Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4.
- Demonstrate clarity and accuracy in use of key terms and concepts in History teaching.
- Demonstrates knowledge and understanding of NSW History Syllabus options for Stage 4.
- Demonstrate clear links to syllabus outcomes.
- Demonstrate coherence between syllabus outcomes and chosen strategies.

Depth of analysis and/or critique in response to the task

- Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 4.
- Demonstrate ability to plan specific lessons for History teaching and learning experiences.
- Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students.
- Demonstrate knowledge of resources to engage and extend students.

Familiarity with and relevance of professional and/or research literature used to support response

- Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.

Structure and organisation of response

- rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies
- demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.

Presentation of response according to appropriate academic and linguistic conventions

- Unit outline and rationale meet appropriate academic and linguistic conventions

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**
**Microteaching Feedback Form for Pre-service Teacher**

<table>
<thead>
<tr>
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| **A.** Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)  
1. 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)  
2. Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)  
3. Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)  
4. 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)  
5. Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)  
6. 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)  
1. 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)  
2. Were instructions, explanations and questioning techniques effective? (3.3.1)  
3. 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)  
4. 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)  
1. Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)  
2. Were activities well organised and direction clear? (4.2.2)  
3. 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)