



UNSW
SYDNEY

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EDST2094

Communication Skills for Teachers

Semester Two // 2018

Course Overview

Staff Contact Details

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

Subject Area: *Education*

In this course, you will improve your reading, writing and oral communication, and enhance your ability to communicate effectively with students, parents and other key stakeholders using a variety of skills and strategies. The course has a particular focus on intercultural understanding and language and literacy development for teachers new to Australian educational contexts.

At the conclusion of this course the student will be able to

1. Communicate effectively with students, parents and other key stakeholders in a range of different modes and contexts
2. Assess their own language and literacy skills and those of their students
3. Generate and implement strategies for ongoing improvement
4. Demonstrate the required language and literacy skills to gain teacher accreditation

Teaching Strategies

Teaching Strategies:

Participants learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Explicit teaching and modelling of effective communication strategies;
- Peer teaching in a simulated classroom setting;
- Structured occasions to allow students to reflect critically on learning and improve literacy skills and teaching practice;
- 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 course content.

Rationale:

A high level of competence in English language and literacy is essential to effective teaching, and to more effective communication with other key stakeholders including parents and colleagues. Teachers need to constantly reflect on and evaluate their own communication skills, as well as those of their students, and identify and describe strategies for improvement. The course thus aims to use

microteaching, text-based analysis, error correction and peer teaching to heighten participants' awareness of their own English language and literacy skills and provide them with strategies for ongoing reflection and improvement.

Australian Professional Graduate Teaching Standards

Standard	Description
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
2.2.1	Organise content into an effective learning and teaching sequence.
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

National Priority Area Elaborations

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

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Error analysis and reflection	20	1,2	1.3.1,2.2.1,2.5.1,3.2.1,3.5.1, 4.2.1,6.3.1	A: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14 B: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14,15,16,17,18,19	
Text analysis, teaching, role play, and reflection	30	1,2,3	1.3.1,2.2.1,2.5.1,3.2.1,3.5.1, 4.2.1,6.3.1	A: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14 B: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14,15,16,17,18,19 C: 1,2,3,4,5,6,7,8, 9,10,11	
Parent-teacher conference	30	1,2,3	1.3.1,2.2.1,2.5.1,3.2.1,3.5.1, 4.2.1,6.3.1	A: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14 B: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14,15,16,17,18,19 C: 1,2,3,4,5,6,7,8, 9,10,11	
Mock literacy test	20	4	1.3.1,2.2.1,2.5.1,3.2.1,3.5.1, 4.2.1	A: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14 B: 1,2,3,4,5,6,7,8, 9,10,11,12,13,14,15,16,17,18,19 C: 1,2,3,4,5,6,7,8, 9,10,11	

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

Assessment Details

Assessment 1: Error analysis and reflection

Start date:

Details: Task 1 - 1,000 words Students will receive written feedback within three weeks of submission

Assessment 2: Text analysis, teaching, role play, and reflection

Start date:

Details: Task 2 - 2,000 words Students will receive written feedback within three weeks of submission This is the final assessment

Assessment 3: Parent-teacher conference

Start date:

Details:

Assessment 4: Mock literacy test

Start date:

Details: Mock language and literacy test based on the LANTITE (1 hour)

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST2094

Assessment Task: Error analysis and reflection

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST2094

Assessment Task: Text analysis, teaching, role play, and reflection

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST2094

Assessment Task: Parent-teacher conference

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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 RUBRIC/FEEDBACK SHEET

EDST2094

Assessment Task: Mock literacy test

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Resources

Prescribed Resources

- The Effect of Text Reconstruction on Iranian Intermediate Efl Learners' Writing Performance

Recommended Resources

- English Learners, Academic Literacy, and Thinking: Learning in The Challenge Zone
- How to Teach English

Course Evaluation and Development

Image Credit

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