School of Education

EDST6753
English Extension Method 2

Term 2 2022

Contents

1. LOCATION 2

2. STAFF CONTACT DETAILS 2

3. COURSE DETAILS 2

STUDENT LEARNING OUTCOMES 3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 3

NATIONAL PRIORITY AREA ELABORATIONS 4

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

5. TEACHING STRATEGIES 4

6. COURSE CONTENT AND STRUCTURE 5

7. RESOURCES 6

8. ASSESSMENT 8

IMPORTANT
For student policies and procedures relating to assessment, attendance, and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6753 English Extension Method 2 (6 units of credit)
Term 2 2022

2. STAFF CONTACT DETAILS

Course Coordinator(s):	Andrea Fernandez
Email:	andrea.fernandez@unsw.edu.au
Availability:	By appointment

3. COURSE DETAILS

Course Name	English Extension Method 2
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_T2.html#EDST6753T2C

SUMMARY OF THE COURSE

This course is designed to allow students to experience in-depth enquiry into pedagogy and content knowledge for the Stage 6 English classroom. Students will explore in greater depth pedagogical models and assessment approaches. Students will also critique research into the teaching of English and discuss how this research can be implemented to deliver the most effective classroom practice for addressing the requirements and philosophy of the English syllabuses used in NSW.

STUDENT LEARNING OUTCOMES

Outcome	
1	Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs
2	Develop appropriate assessment practices for the English classroom that respect the social, ethnic, and religious backgrounds of students
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
4	Analyse specific teaching and assessment strategies to meet the needs of all students

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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
1.5.1	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
2.5.1	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
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
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

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student a deeper understanding of the requirements of the Stage 6 English curriculum. During the course students will develop their knowledge of Stage 6 English syllabus documents for EAL/D, Standard, Advanced and Extension I and II. They will develop an understanding of the literacy and assessment demands of stage 6. Students will gain an understanding of current research into effective teaching strategies for stage 6 English.

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. A key component of the course will be immersion in the practical demands of teaching senior students. Students will have opportunities to observe practising stage 6 English teachers and discuss the demands of the HSC course with year 12 students and teachers.

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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve 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 method content.
- Online learning from readings on Moodle and the UNSWICT wikispace.
- Online discussions
- Opportunities for observations of year 12 Extension I and II, classes and meetings with year 12 teachers and students to discuss a range of approaches to teaching and learning.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial and Readings
1	**The challenges of teaching Stage 6 English and the HSC** Overview of all Stage 6 courses and approaches that enrich the learning outcomes of Stage 6 students.	• Integrating the Common Modules: Reading to Write; and Texts and Human Experiences • Reading: *NSW Stage 6 Syllabus* rationale and overview
2	**Teaching and managing the Stage 6 classroom** Addressing challenges within the Stage 6 classroom.	• Strategies to respond to the learning needs of students • Reading: Growth Mind Set - http://mindsetonline.com/whatisit/about/ • View: 'The Power of Believing You Can Improve' - http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en
3	**The literacy demands of Stage 6 English** Developing and enriching the analytical and imaginative response skills of Stage 6 students.	• Literacy resources for Stage 6 English Literacy and in particular writing: http://unswict.wikispaces.com/Literacy • NESA procedures for disability provisions and special consideration.
4	**Teaching and programming for the HSC Modules for Standard and Advanced** Pedagogical content knowledge: The art of teaching the skills, content, and knowledge in the Standard and Advanced Modules.	• Developing quality programs and resources • Reading: *NSW Stage 6 Syllabus* and revisiting outcomes
5	**The Teaching Challenges of Extension 1 & 2 English** Teaching Extension 1 and 2 – The HSC demands; literary theory; meeting with teachers and students.	• Students as researchers • Reading: HSC Extension English 2: State Library: http://www.sl.nsw.gov.au/content/reflection-statements • Reading: Extension 2 reflection statements State Library: http://www.sl.nsw.gov.au/services/learning_at_the_Library/english_extension_2_reflection_statements.html
6	**HSC standards and marking, and strategic feedback** Pilot marking sessions and developing an understanding of the HSC standards and marking operations.	• Using Assessment Resource Centre Standards Materials (NESA) http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/ • Reading: NESA http://www.boardofstudies.nsw.edu.au/hsc_exams/ Online course evaluation

7. RESOURCES

Required Readings

- NSW Board of Studies, *Stage 6 Syllabus, English: Standard; Advanced; and Extension*, April 2017. Download these syllabuses from the Board of Studies website https://syllabus.nesa.nsw.edu.au
- Gannon, S. Howie, M. and Sawyer, W (eds.) (2009) *Charged with Meaning*: *Reviewing English 3rd Edition Sydney*, NSW Australia: Phoenix Education Pty. Ltd.

Readings on the UNSW *Moodle* website

Recommended Reading

- Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press
- Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest
- 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: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.
- Harrison, Neil (2008) *Teaching and Learning in Indigenous Education,* Victoria, Australia Oxford University Press.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia.
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.
- McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Wiggins, G and McTighe, J (1998) *Understanding by Design.* Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)
- Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press.

Professional Associations

- English Teachers' Association (ETANSW)
  PO Box 299 Leichhardt, NSW 2040.
  Tel: 95726900; fax: 95729534; email: www.etansw.asn.au

Professional websites for English teachers

- https://syllabus.nesa.nsw.edu.au NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.
- http://www.det.nsw.edu.au
- http://www.englishteacher.com.au/index.php The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication *mETAphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.
- http://www.cecnsw.catholic.edu.au The Catholic Education Commission
- http://www.curriculum.edu.au/communities/englishednet/howto.htm A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.
- Student Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Issues observed during Professional Experience.	2500 words	50%	2, 3-4	1.2.1, 1.3.1, 2.1.1, 2.5.1, 2.6.1, 3.3.1, 3.4.1	A4-6 C1, 3, 4, 6-8, 12-13 D1, 3-5, D.7-9, 11-14, 17-19 E2, 7-8	Friday 5th August by 5pm
Assessment 2 Presentation of Assessment Practices during the Professional Experience	3000 words	50%	1-2, 4	1.2.1, 2.1.1, 2.4.1, 2.6.1	A4 D1, 7 E8 F7	Friday 26th August by 5pm

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 - Essay on Issues observed during Professional Experience.
Reflection on issues observed during the Professional Experience (50%)

During your professional experience you should observe closely how your school catered to the educational needs of its students. Consider the learning needs of students from diverse cultural and linguistic backgrounds, and students from Aboriginal and Torres Strait Islander backgrounds.

Include details of specific literacy and numeracy needs and strategies needed to inform teaching of English. Write an essay in which you describe your perception of the needs of the students and what you observed as the school's response to these needs.

As part of your discussion, you should also evaluate your school's response to the need to develop literacy and numeracy skills, and the role of ICT. What advice would you offer the school to enhance/improve/change the approach to this issue?

Your essay must demonstrate that you have researched educational theory in forming your opinions. This also includes journal articles from relevant professional journals for English teachers.

Assessment 2: Presentation of Assessment Practices during the Professional Experience
Presentation of Assessment Practices: 3,000 words (equivalent) (50%)

Deliver a 15-minute presentation that demonstrates your capacity to use student feedback to develop effective lesson activities. In your presentation you should discuss the assessment practices, both formative and summative, content organisation and moderation approaches that you implemented during your professional experience. You should give examples of how you responded to students' work and then show how you used feedback from the students' work to inform your planning and delivery of subsequent lessons.

Copies of relevant student work samples, your assessment marking criteria, and your written feedback to the student, must be presented to your tutor during that workshop.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6753 ENGLISH EXTENSION METHOD 2

Student Name: Student No.:
Assessment Task 1: **Essay on Issues observed during Professional Experience**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the learning needs of students from diverse cultural and linguistic backgrounds. • Clarity and accuracy in use of key terms and concepts.					
Depth of analysis and/or critique in response to the task • Includes details of specific literacy and numeracy needs observed during Professional Experience. • Considers the learning needs of students from diverse cultural and linguistic backgrounds. • Evaluates the school's response to the learning needs of students and provides advice about how these issues could be addressed or improved.					
Familiarity with and relevance of professional and/or research literature used to support response • Essay demonstrates understanding of research and theory and is supported by appropriate references. • Reflects ideas and material provided in lectures, tutorials, and professional journals.					
Structure and organisation of response • Use of appropriate academic English, text construction and appropriate referencing (APA)					
Presentation of response according to appropriate academic and linguistic conventions ▪ Essay shows an excellent command of English grammar conventions, including spelling, syntax, and punctuation.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

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
EDST6753 ENGLISH EXTENSION METHOD 2

Student Name: Student No.:
Assessment Task 2: **Presentation of Assessment Practices during the Professional Experience**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of assessment practices observed during the Professional Experience. • Understanding of the implications of relevant research for the classroom teaching of English.					
Depth of analysis and/or critique in response to the task • Discusses the formative and summative assessment practices observed during the Professional Experience. • Provides examples of responding to student work and using feedback to inform teaching. • Provides copies of relevant work samples and assessment marking criteria.					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrated understanding of valid and relevant research evidence to support ideas about assessment feedback.					
Structure and organisation of response • Ability to deliver an engaging presentation that meets the specified criteria, including 15-minute time allocation.					
Presentation of response according to appropriate academic and linguistic conventions • Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA).					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

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.**