



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST6704

EAL/D METHOD 1

Semester 1

## Contents

1. LOCATION .....	2
2. STAFF CONTACT DETAILS .....	2
3. COURSE DETAILS .....	2
<i>Aims of the Course</i> .....	2
<i>Student Learning Outcomes</i> .....	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i> .....	3
<i>National Priority Area Elaborations</i> .....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE .....	6
7. COURSE ASSESSMENTS .....	9
8. RESOURCES .....	16

### 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 and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6704 EAL/D Method 1 (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson  
Office Location: Goodsell Room130  
Email: [h.pearson@unsw.edu.au](mailto:h.pearson@unsw.edu.au)  
Phone: 9385 3613  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EAL/D Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Thursday 13:00 – 14:00 (w1-10, N4) John Goodsell 119
Tutorial	Thursday 14:00 – 16:00 (w1-10, N4) John Goodsell 119

### *Summary of Course*

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

### *Aims of the Course*

This course aims to:

- Prepare students to be effective teachers of English as an Additional Language or Dialect using sound EAL/D pedagogy, across all KLA's
- Develop students' knowledge and understanding of the ESL Scales, NESAs English syllabus Stages 4 and 5 and Graduate Attributes (the AITSL Professional Graduate Teaching Standards).

*The main way in which the course has changed since last time as a result of student feedback:*

- Less time spent on microteaching
- Take-home quizzes on readings instead of in-class completion
- More class activities and games

### *Important information*

- **Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

*Student Learning Outcomes*

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Drama Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
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
6	Practise the ethical and professional values expected of teachers	2, 3

*Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	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
2.1	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	Organise content into an effective learning and teaching sequence.	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2, 3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1, 2, 3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2, 3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2, 3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1, 2, 3
3.3	Include a range of teaching strategies.	1, 2, 3
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 2, 3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2

4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 2, 3
7.1	Meet professional ethics and responsibilities	3

### *National Priority Area Elaborations*

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

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

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

ESL teaching is for Students from Non-English Speaking Backgrounds.

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	2, 4, 5, 6, 7, 8, 11, 12	2
Information and Communication Technologies	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	2
Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2 and 3
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1 and 2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2 and 3

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

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

#### **5. TEACHING STRATEGIES**

- Student-centered activities and opportunities for critical and reflective engagement with the content and methodology and philosophy of EAL/D teaching will form the basis of the course.

- Lectures will explicitly model and teach EAL/D pedagogy and model teaching strategies.
- Opportunities for joint construction of lessons and programs will allow students to be supported in their learning.
- Online learning will include regular, critical and reflective responses to readings on Blackboard.
- Peer teaching in a simulated classroom setting.

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 2 Mar	<p><u>Introduction to EAL/D Learning</u> EAL/D students, their needs and the roles and responsibilities of ESL teachers. Acquiring a language and acquiring a dialect</p> <p>NPAE A.2, 4, 5, 8 C. 1, 4, 6, 9, 13 D. 1, 2, 3, 4, 11, 16 E. 1, 2, 3, 9 F. 1, 2, 3, 4, 5, 6, 11</p>	<ol style="list-style-type: none"> <li>1) Course Schedule</li> <li>2) explanation of microteaching</li> <li>3) requirements of assessments</li> <li>4) resources for the course.</li> </ol> <p><b>Instructions for Microteaching</b> using a video as a model</p> <p><b>Compulsory Reading for Week 2</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Foreword and Chapter 1</p>
2 9 Mar	<p><u>Theories and Research related to teaching EAL/D learners</u> First /Second Language Acquisition; Comprehensible Input; Schema theory; The Mode Continuum; Four Zones of Proximal Development; Scaffolding</p> <p>NPAE D. 1, 2, 3, 4, 5, 7, 8, 14,15,19 E. 1, 2, 3, 9 F. 1, 2, 3, 4, 5, 6, 11</p>	<ol style="list-style-type: none"> <li>1) Discussion of reading Wk 2</li> <li>2) Creating a High challenge/ High support classroom resource, using ICT</li> </ol> <p><b>Compulsory Reading for Wk 3</b> De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney</p>
3 16 Mar	<p><u>The ESL Scales:</u> Using the Scales for Assessment Developing a profile of EAL/D students using the Scales</p> <p>NPAE A. 4 D. 1, 2, 3, 4, 5, 13, 14, 15, 16, 17, 18 E. 1, 2, 3, 4, 6, 9 F. 5, 6, 7</p>	<ol style="list-style-type: none"> <li>1) Discussion of reading Wk 3</li> <li>2) Group work using ESL Scales with real EAL/D scripts</li> <li>3) Workshop for Assessment 1: analysing a student profile and preparing a relevant ICT resource.</li> </ol> <p><b>Quiz on readings weeks 1 &amp; 2</b> <b>Compulsory Reading for Wk 4</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, chapters 3 and 4</p>
4 23 Mar	<p><u>EAL/D Pedagogy: Theory into Practice</u> Teacher/Student Talk Interactive Task Design The EAL/D Teaching Sequence</p> <p>NPAE A 4, 5, 8, C. 1, 3, 4, 5, 6, 7, 12, 14 D. 1, 2, 4, 5, 7, 8, 11, 15, 16, 17, 19 E. 2, 3, 4, 6 F. 4, 5, 6, 7, 8, 9</p>	<ol style="list-style-type: none"> <li>1) Discussion of reading Wk 4</li> <li>2) Groups design a lesson related to one of the student profiles</li> </ol> <p><b>Quiz on reading week 3</b> <b>Compulsory Reading for Wk 5:</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 7</p>

<p>5 30 Mar</p>	<p><u>Role and Function of Intensive English Centres (I.E.C.s)</u></p> <p>Visit to Beverly Hills I.E.C. Melvin St, Beverly Hills NSW 2209</p> <p>NPAE A. 4, 8 D. 1, 2, 3, 4, 7, 11,14, 15, 17, 18, 19 E. 1, 2, 3, 4, 5, 6, 7, 8, 9 F. 1, 2, 3, 4, 5, 6, 7, 10, 11</p>	<p><b>Compulsory Reading for Wk 6</b> Pauline Gibbons, <i>English Learners' Academic Literacy and Thinking</i> Chapter 5</p> <p><b>Microteaching</b></p> <p>ACARA ESL Teacher Resources <a href="http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-language-or-dialect">http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-language-or-dialect</a></p>
<p>6 6 Apr</p>	<p><u>Explicitly teaching reading to EAL/D learners</u></p> <p>The Three Cueing Systems and the Four Resources Model for Pre, During and Post Reading.</p> <p>NPAE A. 2, 4, 5, 6, 7, 8 C. 4, 5, 6, 7, 8, D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19 E. 2, 3, 4, 6, 9 F. 3, 4, 5, 6, 7</p>	<p>1) Discussion of reading Wk 6 2) Develop a speaking task</p> <p><b>Microteaching</b></p> <p><b>Quiz on readings for weeks 4 &amp; 5</b> <b>Compulsory Reading for Wk 7</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 6</p>
<p>7 13 Apr</p>	<p><u>Explicitly teaching writing to EAL/D learners</u></p> <p>The Genre theory The Curriculum Cycle Assessing writing</p> <p>NPAE A. 4, 5 C. 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 D. 1, 2, 3,11 E. 2, 3, 4, 6, 9 F. 5, 7, 8, 9</p>	<p>1) Discussion of reading Wk 7 2) Planning sequences of 2 lessons to support EAL/D students in the mainstream: Ass 2 Preparation.</p> <p><b>Microteaching (if required)</b></p> <p><b>Compulsory Reading for Wk 8</b> "Focus on writing". Chapter 6 in Hertzberg, M. (2012) <i>Teaching English in Mainstream Classes</i>. PETAA: Sydney</p>

**Mid-Semester Break**

<p>8 27 Apr</p>	<p><u>Teaching EAL/D Students Across the KLAs:</u> Features of Academic Language</p> <p><u>Teaching EAL/D Learners in the KLA English</u> The BOS 7-10 English Syllabus Linking the Scales to the English Syllabus Linking Stage 3 to Stage 4</p> <p>NPAE A 2, 4, 5, 6, 8, 11 C. 2, 3, 4, 5, 7, 9,10, 12 D. 1, 2, 3, 4, 5, 7, 8,13, 14, 15, 16, 17, 18, 19 E. 2, 3, 4, 7 F. 5, 7, 8, 11</p>	<p>1) Discussion of reading Wk 8 2) Ass 2 Prep: Modeling and practice making tasks using ICT to support EAL/D students across KLAs</p> <p><b>Quiz on compulsory reading for weeks 6 &amp; 7</b> <b>Compulsory Reading for Wk 9:</b> Pauline Gibbons, <i>English Learners Academic Literacy</i> Ch 8</p>
---------------------	---	---



<p>9 4 May</p>	<p><u>Planning a Unit of Work in English</u></p> <p>Approaches to planning a unit of work for EAL/D students around poetry, novels, short stories or a picture book</p> <p>NPAE A 2, 4, 5, 6, 7, 8, 11 C. 3, 4, 5, 6, 7, 14 D. 1, 2, 4, 5, 7, 8,12, 15, 19 E. 1, 2, 3, 4, 7, 8, 9 F. 1,3, 4, 5, 6, 7, 8, 9,11</p>	<p>Discussion of reading Wk 9 Unit planning – planning a unit of work based on a picture book</p> <p><b>Quiz on reading for week 8</b> <b>Compulsory Reading for Wk 10</b> Cochrane, I et al (2013) <i>Grammar in the Early Years: A games-based approach</i>. PETAA: Sydney</p>
<p>10 11 May</p>	<p><u>Literacy and Language</u></p> <p>Techniques and reasons for teaching English grammar in English and other KLAS.</p> <p>NPAE C. 3, 5, 11, 14 D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19 E. 2, 3, 4, 7 F. 5, 6, 7</p>	<p>1) Analyse writing at the word and sentence level 2) Designing grammar activities for EAL/D learners</p>
<b>Professional Experience</b>		
<p>N4 22 June</p>	<p><u>ICT in the Classroom</u> <u>HOT POTATOES</u></p> <p>Using software to create EAL/D resources eg apps for iPads; crossword creators, Padlet</p> <p>NPAE A. 2, 4, 5, 6, 8, 12 C.1, 3, 4, 5, 6,7, 9, 10, 11, 12, 13, 14</p>	<p><b>Debriefing and evaluation of P.E. 1</b> Highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other teaching resources and activities. Students create their own resources with Hot Potatoes</p>

## 7. COURSE ASSESSMENTS

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Assessed	Due Date
<b>Assessment 1</b>  Student profile and appropriate teaching methodology	2 500 Words Max.	40%	1, 2, 3, 4, 5	12, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	D. 4, 5, 7, 8, 9, 15,16, 18 E. 3, 4, 7, 8, 9 F. 3, 4, 5, 6, 7, 8 ,9	Wed 29 March 5pm
<b>Assessment 2</b>  Two lesson plans to support EAL/D learners in a KLA	2 000 words equiv.	50%	1, 2, 3, 4, 5, 6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 6.3	A 4, 5, 7, 8 C. 4, 5, 6, 7, 9,10, 12, 13 D. 1, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19 E. 2, 7, 8 F 1,3, 4, 5, 6, 7, 9, 11	Fri 12 May 5pm
<b>Assessment 3</b>  Microteaching	10 mins + written self-evaluation	S/U	3, 4, 5, 6	2.1, 2.2, 2.5, 3.2, 3.5, 6.3, 7.1	D and F	As allocated in W1
<b>Tutorial tasks</b>	Responses to take-home quizzes	10%	2, 6	1.2, 1.3, 2.1, 2.5, 3.1	C. 5, 6, 7, 9,10, 12, 13 D. 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19 E. 2, 7, 8 F 1, 3, 4, 5, 6, 7, 9, 11	Weeks 2, 3, 6, 8, 9

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. Student no longer need to use a cover sheet. 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.

**ASSESSMENT 1: Student profile and appropriate teaching methodology. 2,000 words.**

**Due:**

1. Choose two EAL/D student profiles from the supplied resource on Moodle. Each student must be at a different learning phase according to the ACARA EAL/D learner phases. Identify and explain each student's phase using ACARA criteria. (500 words)
2. Use the ESL Scales to help determine a teaching approach and rationale for each student and explain your process. (500 words)
3. Design an explicit teaching rationale to support each of these EAL/D learners, including use of different EAL/D teaching strategies. (1,000 words)
4. Prepare one EAL/D learning task using ICT appropriate to one of the student's needs and another paper-based task appropriate to the other student's needs. (*Note, these are tasks, not whole lessons and are not included in the word count.*)
5. Explain and compare your differing methodology approaches in terms of the EAL/D pedagogy you have read in your prescribed readings as well as using information from EDST6704 lecture notes. (500 words)

**NOTE: *Word count in brackets are a guide.***

Submit an electronic copy of the lesson plan, resources and rationale through Turnitin by 5pm on the due date.

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

Student Name:

Student No.:

Assessment Task: **Student profile and appropriate teaching methodology.**

SPECIFIC CRITERIA	(+) —————>(-)				
<b>Understanding of the question or issue and the key concepts involve</b> <ul style="list-style-type: none"> <li>• Demonstrates an ability to describe clearly the EAL/D learning phase and justify teaching methodology according to the students' needs</li> <li>• Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrates a capacity to use ESL scales</li> <li>• Plan carefully and implement engaging and goal oriented teaching approaches for two EAL/D learners which address the specific needs of each learner.</li> <li>• Demonstrates the ability to design and outline appropriate teaching rationale to support specific EAL/D learners</li> <li>• Using ICT demonstrates knowledge of teaching strategies such as interactive tasks, activating schema, building student's vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn.</li> <li>• Demonstrates ability to design appropriate paper based EAL/D learning task</li> <li>• Shows evidence of critical analysis and reflection.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstrates a thorough analysis and insightful understanding of the theoretical underpinnings of EAL/D and EAL/D pedagogy and is able to justify clearly strategies used in the teaching approach.</li> <li>• Demonstrates thorough knowledge of prescribed texts and is able to implement their pedagogies in relation to the students</li> </ul>					
<b>Structure and organisation of response</b>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b>					

Lecturer

Date

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

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## Assessment 2

### Adapting TWO lesson plans to support EAL/D learners in a KLA. 2,000 words equivalent (not including resources)

1. Adapt two lesson plans from different KLAs so that they incorporate EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA.
  - ONE of the adapted lessons must include the use of ICT
  - Use the *ESL Scales* to help identify the language you will need to teach the students
  - Use the standard SED lesson plan format
  - Demonstrate knowledge of a variety of EAL/D teaching strategies
  - Map all aspects of teaching to EAL/D pedagogy.  
(Two lesson plans: 1 200 words equivalent)
2. Create and submit all teaching resources necessary for both lessons. Choose one lesson for deeper analysis:
  - Write a brief analysis in which you identify and describe strengths the existing KLA lesson had for EAL/D learners with reference to course readings. (200 words)
  - Identify and explain the main challenges the original lesson poses for EAL/D learners, making reference to the demands of the unit and the language and cultural differences of EAL/D learners. (150 words)
  - Explain how you attempt to support students to meet the language demands of the original lesson by making reference to your adapted lesson, relevant course readings, EDST6704 lectures and tutorials. (200 words)
  - Explain how you would adapt or modify your lesson:
    - a) for a student who has had interrupted schooling (e.g. a refugee)  
(150 words)
    - b) for an indigenous student who has English as an additional dialect  
(150 words)

NOTE: The word count in brackets is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale through Turnitin by the due date.

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

Student Name:

Student No.:

Assessment Task 2: Adapting two lessons to support EAL/D Learners in a KLA

SPECIFIC CRITERIA	(+) —————→ (-)				
<b>Understanding of the question or issue and the key concepts involve</b> <ul style="list-style-type: none"> <li>Demonstrates knowledge of ESL teaching strategies such as interactive tasks when adapting lessons, activating schema, building student's vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrates a capacity to plan and implement engaging and goal oriented lessons for EAL/D learners which address the learning outcomes of KLA and language outcomes required for EAL/D students .</li> <li>Identifies and describes strengths and challenges of the existing KLA lessons for EAL/D learners with reference to course readings</li> <li>Demonstrates an ability to create and adapt appropriate teaching resources with clear instructions and design to support EAL/D learners</li> <li>Offers explanation how to adapt or modify a lesson for interrupted schooling and indigenous students</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Demonstrates knowledge and understanding of how to incorporate ICT into classroom teaching practice to address learning outcomes.</li> <li>Demonstrates an ability to clearly describe all stages of the lesson</li> <li>Demonstrates ability to map all aspects of teaching to EAL/D pedagogy</li> </ul>					
<b>Structure and organisation of response</b>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Demonstrates a thorough analysis of the language and content demands of the lessons and is able to justify clearly strategies used in the lessons through insightful and understanding of the theoretical underpinnings of EAL/D pedagogy and the ESL Scales.</li> </ul>					

Lecturer

Date

Recommended:

(FL PS CR DN HD)

Weighting: 50%

Mark: /20

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## HURDLE REQUIREMENT

### Assessment 3: MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.**

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

These **self-evaluations** are emailed within one week of presentation to [h.pearson@unsw.edu.au](mailto:h.pearson@unsw.edu.au)

STUDENT TEACHER			
Name:		zID:	
		Date:	
Details			
Method		Topic/level	
Standards		Comments	
<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>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)</li> <li>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>			
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>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)</li> <li>Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>			
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>Were activities well organised and direction clear? (4.2.2)</li> <li>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)</li> </ul>			
<p><b>Comments:</b></p>    			
Lecturer:		Date:	
		Satisfactory /Unsatisfactory (circle)	



## 8. RESOURCES

The Flipped Classroom;

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

**S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

**Rural & Distance Education NSW**: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

**Teaching Teachers for the Future - What is TPACK?** , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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

### *Required Readings*

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

ESL Scales (1994). Curriculum Corporation

ACARA (2014) *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice*. [http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)

### *Further Readings*

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

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

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

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

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

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

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

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

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

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

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

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

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

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

- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Sharpe, T. (2004). *So what is 'special' about an EAL/D Teacher?* ATESOL NSW Magazine (Online UNSW My Course)
- Vale, E. (2002). *The EAL/D Scales and the Draft English 7-10 Syllabus*, DET, Ryde (Online UNSW My Course)