



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6702
English Method 1

Semester 1, 2017

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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 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
EDST6702 English Method 1 (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Julie McFarland
Email: j.m.mcfarland@unsw.edu.au
Availability: Please email to arrange an appointment

Other Teaching Staff: Evan Higgins
Email: e.higgins@unsw.edu.au
Availability: Please email to arrange an appointment

Other Teaching Staff: David Johnson
Email: d.johnson@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

| | |
|----------------------|--|
| Course Name | English Method 1 |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | |
| Lecture | Monday 16-17 (w1-7, 8-10, N4, CLB 6) |
| Tutorial/s | Monday 14-16 (w1-7, 8-10, N4, Morven Brown G6) Monday 17-19 (w1-7, 8-10, N4, Mathews 106) Monday 17-19 (w1-7, 8-10, N4, Mathews 308) |

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for English teaching. The key elements of pedagogy and English content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice to implement the requirements and philosophy of the NSW English syllabuses.

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

Students indicated they would like more focus upon and how to apply theory to classrooms. In 2017, we will place more emphasis upon teaching strategies and the practical application of theory.

Students expressed interest in having an expert in Aboriginal education address them to assist with enhancing literacy and choosing appropriate texts. We have engaged a guest lecturer, UNSW Associate Lecturer/Teaching Fellow, Michelle Bishop, a Gamilaroi woman, to lecture on these topics in Week 5.

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 English Syllabuses and the depth of subject knowledge required to implement the syllabus | 1,2,3 |
| 2 Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds | 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 | 1,2,3 |
| 6 Practise the ethical and professional values expected of teachers | 1,2,3 |

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 | 1,2,3 |
| 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds | 1,2,3 |
| 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 | 2 |
| 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 | 2 |
| 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 | 2 |
| 3.3 Include a range of teaching strategies. | 2 |
| 3.4 Demonstrate knowledge of a range of resources including ICT that engage students in their learning | 2 |
| 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement | 1 |
| 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities | 1,2 |
| 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions | 1,2 |
| 6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices | 1 |

National Priority Area Elaborations

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English syllabuses. During the course students will develop their knowledge of New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English in the curriculum and the community.

Student-centered activities form the basis of the course. These activities draw on the prior knowledge of the students and 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.

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 Moodle
- Online discussions
- Peer teaching in a simulated classroom setting

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

6. COURSE CONTENT AND STRUCTURE

| Week and lecture | Tutorial Topic | ICT Module |
|--|--|--|
| <p>Week 1 (27/2/2017)</p> <p>Welcome to English Teaching: introductions, course overview, assessment and expectations.</p> <p><i>Tutors</i></p> | <p>Introductions and expectations</p> <p>What is subject English? How has it changed in recent years?</p> <p>Introduction to the NSW 7-10 syllabus</p> <p>Resources and professional networks</p> <p>Reading 7–10 English Syllabus Stage 4 outcomes and content, pp 31-49 (Page numbers are for the hard copy and may differ slightly in the online version).</p> <p><i>Simon Sinek on Millennials in the Workplace</i> https://www.youtube.com/watch?v=hER0Qp6QJNU</p> <p>ICT Modules</p> <p>Priority Areas ATSIE: A.3; ICT: C.1, C.3, C.5; L&N: D.2, D.3; SEd: E.1, E.2, E.3; NESB: F.1, F.3</p> | <p>Module A: Technology as a Teaching Tool - Overview of the place of technology in English:</p> <p>How it can be used to:</p> <ul style="list-style-type: none"> ▪ Gather information ▪ Communicate ideas ▪ Create texts ▪ Self and peer assess ▪ Collaboration <p>List of suggested websites that can be used to enrich the English classroom. Current research to be provided. http://unswict.wikispaces.com/Module+A+Technology+as+a+Teaching+Tool</p> |
| <p>Week 2 (6/3/2017)</p> <p>Literacy: policy, DEC Literacy Continuum, place of literacy in English, resources and strategies</p> <p><i>David Johnston</i></p> | <p>Assessment 1, Part 1 completed in tutorial</p> <p>7–10 English Syllabus: structure and content</p> <p>What is the place of literacy in the syllabus?</p> <p>What makes a good lesson? Using the lesson planning template. Sample lesson plans.</p> <p>Reading 7–10 Syllabus: Stage 5 outcomes and content, pp 51-69 (Page numbers are for hard copy and may differ slightly in the online version).</p> | <p>Module D: Ways to use ICT as a teaching tool:</p> <ul style="list-style-type: none"> ▪ Power Point ▪ Mind mapping ▪ Graphic organisers ▪ Glogsters ▪ E-readers ▪ Google Apps, Google Littrip ▪ Web20 sites, such as: Visuword, Cyber Grammar, etc ▪ Wordle or Taxedo ▪ Youtube: : http://saveyoutube.com/ <p>http://unswict.wikispaces.com/Module+D+Teaching+Activities+Using+ICT</p> <p>Literacy: http://unswict.wikispaces.com/Literacy</p> |

| | | |
|---|--|--|
| | <p>ICT Modules</p> <p>Priority Areas ATSIE: A.4; CM: B.1, B.2; ICT: C.1, C.2, C.3, C.4, C.5, C.6; L&N: D.1, D.2, D.3, D.4, D.5; SEd: E1,E.2, E.3; NESB: F.1, F.2.</p> | |
| <p>Week 3 (13/3/2017)</p> <p>Principles for effective teaching</p> <p><i>Julie McFarland</i></p> | <p>7–10 English Syllabus: Creating lessons using picture books, poems and short texts</p> <p>How do I use the syllabus to construct engaging lesson plans?</p> <p>Reading <i>School Excellence Framework</i> https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf <i>Quality Teaching</i> http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPS_Color.pdf https://dei.eduone.net.au/ashford/DEPASCSCURRICULUM/HSIE_UNIT/Quality_Teaching_Framework.pdf</p> <p>Priority Areas ATSIE: A.1, A.2, A.3, A.8; ICT: C.9, C.11; L&N: D.9, D.11; SEd: E.1, E.2, E.3; NESB: F.9, F.11.</p> | <p>Module B: Web 2.0 online texts: A list of web sites that feature multimodal texts and access to a range of fiction and non-fiction texts, such as:</p> <ul style="list-style-type: none"> ▪ Inanimate Alice: http://www.inanimatealice.com/ ▪ State Library of Victoria: Mirror of the World. Books and Ideas: http://www.mirroroftheworld.com.au/ |
| <p>Week 4 (20/3/2017)</p> <p>Texts for the syllabus with an Indigenous, Asian and sustainability focus</p> <p><i>Deb McPherson and Jane Sherlock</i></p> | <p>7–10 English syllabus: What are effective teaching strategies? Cooperative learning, group work and strategies such as jigsaw, dictogloss. Teaching literacies. Strategies for low literacy learners. Introducing multicultural and Indigenous perspectives.</p> <p>Reading Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in <i>Literacy Learning: The Middle Years</i>, 20 (1) pp20- 25</p> <p>Read one or two texts from the list provided for the lecture.</p> | <p>Module C: Introduction to collaborative use of ICT:</p> <ul style="list-style-type: none"> ▪ Research articles related to collaboration ▪ Wikis ▪ Blogs: Blogger, Edublog, etc ▪ Edmodo ▪ Twitter ▪ Facebook ▪ Voicethread <p>Apps: http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/</p> <p>Module K: ICT and Indigenous Aboriginal texts: Accessing sites for resources to use in the classroom:</p> <ul style="list-style-type: none"> ▪ Dust Echoes: http://www.abc.net.au/dustechoes/ <p>8 Ways: http://8ways.wikispaces.com/</p> |

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| | <p>Priority Areas ATSIE: A.4, A.5, A.6, A.8; CM: B.1, B.2, B.3; ICT: C.9, C.11; L&N: D.4, D.5, D.6, D.7, D.8, D.10, D.11, D.12; SEd: E.1, E.2, E.3; NESB: F.7.</p> | |
| <p>Week 5 (27/3/2017)</p> <p>Meeting the needs of ATSI students in the English classroom</p> <p><i>Guest lecturer, Michelle Bishop</i></p> | <p>Assessment 1 part 2 due this week (31/3/2017)</p> <p>Units of work How do I design a differentiated unit of work? Backward mapping from assessment. Effective pedagogy for teaching English 7-12, including goal setting, using discussion strategies, journal writing, picture books and new media.</p> <p>Reading Strong start, Great teachers - Phase 2. The backward design model of curriculum planning, NSW Government Education and Communities, http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf</p> <p>Six Facets of Understanding, from Wiggins, G., & McTighe, J. (1998). <i>Understanding by Design</i>. p. 85-97. Alexandria, VA: Association for Supervision and Curriculum Development. http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf</p> <p>Priority Areas ATSIE: A.4, A.5, A.6, A.7; ICT: C.5, C.6, C.7, C.10, C.11; L&N: D.12, D.17; SEd: E.7, E.8; NESB: F.5, F.6.</p> | <p>Module E: Ways students can use ICT to create:</p> <ul style="list-style-type: none"> ▪ Podcasts ▪ Prezis ▪ Digi-texts: Moviemaker, Photostory, Book trailers, etc ▪ Avatars: Voki.com ▪ Persuasive texts |
| <p>Week 6 (3/4/2017)</p> <p>How to design effective and appropriate assessments</p> | <p>Microteaching</p> <p>Reading Meiers, M (2009) "Responding to Students' Achievements in English" in Gannon, S et al (2009) <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education pp.</p> | <p>Module G: Open ended assessment using ICT: Differentiating assessment by encouraging students to choose their medium of production. Examples to be provided.</p> |

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| David Johnson | 321 – 330. Priority Areas ATSIE: A.8; CM: B.1, B.4, B.5, B.6; ICT: C.4, C.5, C.6, C.7, C.8; L&N: D.9, D.10, D.12, D.18, D.19; SEd: E.6; NESB: F.5, F.7. | |
| Week 7 (10/4/2017) How to keep your students reading Evan Higgins | Microteaching Reading Watson, Ken, “Reading/Reader Response Theory” in Gannon, S et al (2009) <i>Charged with Meaning</i> 3 rd ed. Sydney: Phoenix Education pp. 77-83. Priority Areas ATSIE: A.8; CM: B.1, B.4, B.5, B.6; ICT: C.4, C.5, C.6, C.7, C.8; L&N: D.9, D.10, D.12, D.18, D.19; SEd: E.6; NESB: F.5, F.7. | Module F: Poetry and ICT: <ul style="list-style-type: none"> ▪ List of sites to access and create poetry, such as: <ul style="list-style-type: none"> - http://www.abc.net.au/rn/poetica/features/pod/ - http://www.poetryarchive.org/poetryarchive/home.do - http://redroomcompany.org - Sonnet Central - http://www.sonnets.org/ Readings of Shakespeare’s Sonnets: http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.htmlhttp://www.poetryfoundation.org/ |

Mid-semester break

| | | |
|--|--|--|
| Week 8 (23/4/2017) How to encourage student writing Julie McFarland | Microteaching Reading Gannon, S (2009) “Creative Writing” in Gannon, S et al (2009) <i>Charged with Meaning</i> 3 rd ed. Sydney: Phoenix Education pp 223-230a Doecke, B. & Parr, G. (Eds.). (2005). <i>Writing = learning</i> . Adelaide: AATE. Priority Areas ATSIE: A.4, A.5, A.6; CM: B.1, B.4, B.5, B.6; ICT: C.1, C.4, C.6, C.11; L&N: D.5, D.7, D.8, D.9, D.11, D.17; SEd: E.4, E.8; NESB: F.4, F.5, F.6, F.7. | Module E (cont): Ways students can use ICT to create: <ul style="list-style-type: none"> ▪ Cartoons online: <ul style="list-style-type: none"> - GoAnimate: http://goanimate.com/ - http://www.makebeliefscomix.com/ - Pixton Comics: http://www.pixton.com/uk/home - http://www.xtranormal.com/ - Toondoo: http://www.toondoo.com/Home.toon - http://superherosquad.marvel.com/create_your_own_comic ▪ Film or Drama scripts: http://celtx.com/ ▪ Differentiation site: http://differentiationcentral.com/index.html |
| Week 9 (1/5/2017) Strategies for teaching and assessing grammar, spelling and vocabulary | Assessment Task 2 due this week (5/5/2017) Microteaching or tutor choice Reading McGowan, Stewart, “Integrating grammar in the new syllabus: A case study”, mETAphor, Issue 4 | Module J: Using ICT to Facilitate Peer Feedback: <ul style="list-style-type: none"> ▪ Research papers ▪ Voicethread ▪ Blogs and wikis ▪ E-Portfolio |

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| <p><i>Evan Higgins</i></p> | <p>Dec 2014, 27-39</p> <p>Priority Areas CM: B.1, B.4; ICT: C.4, C.5, C.6; L&N: D.1, D.2, D.4, D.11; SEd: E.4; NESB: F..</p> | |
| <p>Week 10 (8/5/2017)</p> <p>How to teach Shakespeare in Stages 4, 5, 6</p> <p><i>David Johnson</i></p> | <p>Teaching ideas for professional experience</p> <p>Online course evaluation</p> <p>Reading Sawyer, W and Watson, K (2009) "Teaching Shakespeare Today: An Introduction" in Gannon, S et al (2009) <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education pp 213-218 Sawyer, W (2009) "Shakespeare" in Gannon, S et al (2009) <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education pp 219-221</p> <p>Priority Areas ATSIE: A.4, A.5, A.6, A.7, A.8; ICT: C.3, C.4, C.5, C.6, C.9, C.10; L&N: D.8, D.9, D.10, D.11; SEd: E.3, E.4; NESB: F.4, F.5, F.6, F.7, F.9.</p> | <p>Module I: How to use ICT to enrich the teaching of Shakespeare:</p> <ul style="list-style-type: none"> ▪ List of sites, such as: Bell Shakespeare, Globe Theatre, PBS, Virtual Macbeth ▪ Use of images ▪ Film clips: Youtube ▪ Open Source Shakespeare <p>Representation tasks using: Photoshop, Moviemaker, etc</p> |
| <p>Professional Experience</p> | | |
| <p>Week N4 (19 June)</p> <p>Teaching the story of the English language</p> <p><i>Helen Pearson</i></p> | <p>How has English changed and how is it changing today?</p> <p>Practicum debrief and review of teaching/learning strategies</p> <p>Reading http://www.australia.gov.au/about-australia/australian-story/austn-slang</p> <p>Priority Areas ATSIE: A.2, A.5; ICT: C.5, C.6, C.12; L&N: D.9, D.12, D.19; SEd: E.4; NESB: F.1, F.7.</p> | |

7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Priority Areas | Due Date |
|---|----------------------|--------|------------------------------------|--|---|---|
| 1. Critical analysis and lesson plan | Equiv. of 2000 words | 40% | 1,2,3,4,5,6 | 2.2, 2.6, 3.5, 4.2, 6.3 | A.2, A.3, A.4, A.5, A.6. B.1, B.5 C.1, C.2, C.3 D.1, D.2, D.3, D.4, D.5, D.7, D.8 E.2, E.3, E.8 F.5, F.6, F.7 | Pt 1 Wk 2 In tutorial Pt 2 Wk 5 Friday 31 st March 5.00 pm |
| 2. Unit planning for Stage 4 or 5 English | Equiv. of 3000 words | 60% | 1,2,3,4,5,6 | 1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1 | A.1, A.2, A.3, A.4, A.5, A.6, A.8 C.1, C.2, C.3, C.4, C.5, C.6 D.1, D.2, D.3, D.4, D.5, D.7, D.8, D.10, D.11, D.12. E.2, E.3, E.7, E.8 F.4, F.5, F.6, F.7 | Week 9 Friday 5 th May 2017 5.00 pm |
| 3. Micro-teaching | 10 min. | S/U | 1,2,3,4,5,6 | | | Weeks 6-9 |

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. Students 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.

Assignment 1

You must submit an electronic copy of Part 2 of this assignment through Turnitin by the due date.

Critical Analysis and Lesson planning

Part 1 Critical Analysis: to be completed in class in Week 2

Write a short critical analysis of an unseen text supplied in the tutorial (about 600 words/40 minutes including 5 minutes reading time).

Using essay format, a critical analysis should answer the questions:

What is the purpose of this text? Who is the expected audience?

What are the characteristics of the language used? Has the language been used effectively?

Part 2 Lesson Plan

This part of the assignment requires you to **plan and design ONE 60 minute lesson for a Stage 4 or Stage 5 class** based on the language, either written, visual or spoken, of a short text.

You will use this lesson for your 10-minute microteaching presentation (see below).

The text you choose for the lesson must be presented with your assignment. It should be a short text such as a cartoon/ a webpage/ an advertisement/ a poster /a poem/ an excerpt from a longer text.

Your lesson should be designed for a class in a comprehensive high school which would typically include, for example, students who do not speak English as a first language, Indigenous students, students from the Pacific Islands and students with various religious and cultural backgrounds. Some students may have special needs and/or demonstrate challenging behaviours.

1. **Write a rationale for your lesson plan.** This should answer the questions: What do I want the students to learn? Why is it important? What strategies will I use? How will I assess the students' learning?
In the rationale you should support your statements with page references to educational research and supply a bibliography of your professional readings.
2. **Prepare a lesson plan** to demonstrate how you will use appropriate activities, strategies and assessment to develop understanding of the material. There should be a close focus on the language of your text.

(The lesson plan is a standard SED format that will be explained and investigated during tutorials. You will receive a template for the lesson plan.)

Your lesson plan should be presented with a copy of the text and any handouts or extra resources required for the lesson.

Assessment criteria checklist

Make sure you

- choose an appropriate text for the year group
- demonstrate ability to analyse an unseen text
- choose appropriate lesson outcomes and content
- demonstrate knowledge of teaching and learning strategies and principles for effective teaching
- support your rationale with a list of references indicating your research and reading
- use a lesson plan effectively, using appropriate format and providing sufficient detail
- express yourself in clear, accessible, standard English.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET - EDST6702 ENGLISH METHOD 1

Student Name:

Student No.:

Assessment 1: Critical analysis and lesson plan

| SPECIFIC CRITERIA | (-) | → | (+) |
|--|-----|---|-----|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understands the purpose and structure of critical analysis • Understands the purpose of the rationale • Clear statement of syllabus outcomes in lesson plan • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures and other strategies to address teaching and learning goals | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Analysis of the text shows firm understanding of language and ability to use appropriate meta-language • Detailed lesson plan based on a concept or text relevant to a mixed ability class • Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework and the School Excellence Framework • Engaging and effective teaching strategies used | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Rationale demonstrates understanding of research and theory and is supported by appropriate references • Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • Clear and effective use of the lesson plan template | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME Comments (either oral or in writing) will be posted using Turnitin. | | | |

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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

Beginning in week 6, you will present the opening minutes of this lesson as your microteaching lesson. Microteaching is assessed using the National Standards for Graduate teachers and is graded as "Satisfactory" or "Unsatisfactory".

NB: Information about microteaching and the assessment criteria are included on pages 17/18 of this outline.

Assignment 2

You must submit an electronic copy of this assignment through Turnitin by the due date.

Unit planning

Present an outline of **the first five lessons** of a unit of work that focuses on a concept or topic suitable for a Year 7 or 8 (Stage 4) or a Year 9 or 10 (Stage 5) English class.

NB: if you chose a Stage 4 class for Assignment 1, then you should focus on Stage 5 for this assignment, or vice versa. You may NOT use the lesson you created for Assignment 1 for this assignment.

Your unit plan should be designed for a class in a comprehensive high school which would typically include, for example, students who do not speak English as a first language, Indigenous students, students from the Pacific Islands and students with various religious and cultural backgrounds. Some students may have special needs and/or demonstrate challenging behaviours.

1. The unit must **focus on a text suggested in the Week 4 lecture**. These texts focus on Indigenous, Asian and sustainability perspectives. The lessons must **demonstrate some close study of the focus text**.

You may refer to ONE related text in a different media (poetry, drama, nonfiction, articles from the media, advertisements, cartoons, song lyrics, film, television, radio, the internet, and so on).

2. You must **write a rationale for the unit** (about 800 words) in which you

- state precisely what you want the students to learn and why it is important
- justify your choice of texts designed to suit the needs and abilities of this class
- justify your choice of strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how you would provide for diverse learning approaches and abilities
- detail the prior knowledge students must have to begin this unit and discuss how you would assess this prior knowledge.

3. At some stage in your lesson sequence, you should **show your understanding of literacy strategies** (including metalanguage) and **make use of digital technology**. You should demonstrate evidence that you have accessed <http://unswict.wikispaces.com/> by using one or more of the resources.

4. On a separate page, you must **include ONE summative assessment task** for your unit. (This could be a summative assessment of your first five lessons OR an assessment that reflects your learning goals for the WHOLE unit).

The unit plan pro forma is a standard format that will be explained and investigated during lectures and tutorials. You will receive a template for the unit plan pro forma.

You do not have to submit detailed lesson plans for this assignment; you should follow the instructions on the unit plan pro forma.

You should discuss your plans for this assignment with your tutor by the end of Week 6.

Assessment criteria checklist

Make sure you

- support your rationale with references to reading, research, lecture material and the School Excellence Framework and the Quality Teaching Framework
- choose appropriate material for the class/stage
- relate learning and assessment activities to the outcomes chosen
- use a variety of teaching/learning and assessment strategies so that students have the opportunity to show in different ways what they know and can do
- design interesting and engaging lessons for students
- demonstrate knowledge of literacy strategies and digital technology
- design and link the lessons to develop knowledge and skills
- present the material using the correct format and express yourself in clear, accessible, standard English.

UNSW SCHOOL OF EDUCATION
EDST6702 ENGLISH METHOD 1 FEEDBACK SHEET

Student Name

Student No.

Assessment 2 Overview of a Unit of Work for Stage 4 or 5 English

| SPECIFIC CRITERIA | (-) | → | (+) |
|--|-----|---|-----|
| <p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research and practice and principles for effective teaching • Clarity and accuracy in use of key terms and concepts in lesson and unit planning • Clear statement of syllabus outcomes covered by the unit as a whole • Clear statement of content statements derived from these outcomes • Explicitly stated learning goals for the unit as a whole • Variety of teaching strategies included • Effective and engaging use of ICT • Potential for student engagement with the material • Incorporation of literacy metalanguage and strategies • Summative assessment task detailed • Assessments clearly linked to syllabus outcomes and learning goals | | | |
| <p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW English 7-10 Syllabus documents or other curriculum requirements of the Education Act • Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs • Describe prior knowledge that students must have to begin this unit and discuss how this prior knowledge could be assessed • Demonstrate suitability of chosen texts and discussion of potential student engagement • Justify choice of content and teaching strategies in relation to the needs and abilities of the class | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstrate a deep understanding of material, research and ideas presented in English Method lectures and professional readings | | | |
| <p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Use appropriate overall structure and format of response • Use a logical sequence with clear and coherent organisation | | | |
| <p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Use excellent grammar, including spelling, syntax and punctuation | | | |
| <p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME Comments (either oral or in writing) will be posted using Turnitin.</p> | | | |

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60 %

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

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|--------------------------------------|---|------------------------|
| 1. Critical analysis and lesson plan | <i>Part 1 in class</i> <i>Part 2 On-line</i> | 27/3/2017 21/4/2017 |
| 2. Unit of work | <i>On-line</i> | 26/5/2017 |
| 3. Microteaching | <i>Written and oral</i> | Following your session |

HURDLE REQUIREMENT

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 the method course 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 they observe 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 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 aspect will be assessed according to the attached criteria, and will be graded as **Satisfactory** or **Unsatisfactory**. Any student whose first micro-teaching episode is judged as unsatisfactory will be given ONE further 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.

STUDENT TEACHER

| | | |
|-------|------|-------|
| Name: | zID: | Date: |
|-------|------|-------|

| Details | |
|---------|-------------|
| Method | Topic/level |

| Standards | Comments |
|-----------|----------|
|-----------|----------|

| | |
|--|--|
| <p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) | |
| <p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) | |
| <p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) | |

| |
|-------------------------|
| <p>Comments:</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/>) is a framework that identifies the Technological and Pedagogical Content Knowledge (TPACK) that teachers need to teach effectively with technology. **SAMR** (created by Dr. Ruben R. Puentedura) provides a framework to answer the question: what types of technology use would have greater or lesser effects upon student learning?

<http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Rural & Distance Education NSW is a local resource presenting both of the above frameworks.

<http://rde.nsw.edu.au/tpack-samr>

Reflections of pre-service teachers

This series of video clips shows the reflections of several pre-service teachers each of whom trialed 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.

<http://www.ttf.edu.au/psts-talk.html>

Student teachers are encouraged to set up their own blog (free) at Edublog to create and share resources and lessons they create.

<http://edublogs.org/>

Required Readings

All students must have copies of the English syllabuses in class, either in hard copy or on a computer. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:

www.boardofstudies.nsw.edu.au

NSW Syllabus for the Australian Curriculum, English K-10 Syllabus, Volume 2, 2012
ISBN: 978 174301 0013 (Volume 2)

Further required readings

Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition*
Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Manuel, J and Carter, D, (2009), *The English Teacher's Handbook A to Z*, Sydney, NSW Australia: Phoenix Education Pty. Ltd.

NSW DEC (2014) *School Excellence Framework*, Sydney, NSW
www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

Readings on the UNSW Moodle website

Further Readings

- Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press
- 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.
- Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3rd Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.
- 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
- Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years*, 20 (1) pp20- 25
- Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning*, Routledge, NY
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- 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
- Wells, K (2010) Australian slang – A story of Australian English <http://www.australia.gov.au/about-australia/australian-story/austn-slang>
- 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 Pres

Professional websites for English teachers

<http://www.bostes.nsw.edu.au/wps/portal/home>

BOSTES commenced operation on 1 January 2014, and brings together the functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers. The Quality Teaching Council will continue to function under the auspices of BOSTES.

BOSTES will develop a new website over time. **In the interim, please use the information or services currently provided on the websites of the former Board of Studies NSW and NSW Institute of Teachers.**

<http://www.boardofstudies.nsw.edu.au> and <http://www.nswteachers.nsw.edu.au>

The NSW Board of Studies. The BOS 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 BOS (or BOSTES) website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.

<http://www.dec.nsw.gov.au>

The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material.

<http://www.curriculumsupport.education.nsw.gov.au/secondary/english/index>

You should also be familiar with the material on literacy on the DEC site.

www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm

<http://www.curriculumsupport.education.nsw.gov.au/literacy/resources/index.htm>

<http://www.aitsl.edu.au>

The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.

<http://www.australiancurriculum.edu.au>

This is the Australian Curriculum site.

<http://www.nap.edu.au>

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN has been a part of the school calendar since 2008.

<http://www.aisnsw.edu.au>

The Association of Independent Schools

<http://www.ceosyd.catholic.edu.au>

The Catholic Education Office

PROFESSIONAL ASSOCIATIONS

<http://www.englishteacher.com.au>

The English Teachers Association (ETANSW) site. Join ETA as a student 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.

Tel 9572 6900

Email admin@englishteacher.com.au

<http://www.petaa.edu.au>

Primary English Teachers' Association Australia (PETAA)

Receive three professional books and five PETAA Papers each year.

Tel 9565 1277

Email info@peta.edu.au

<http://www.alea.edu.au/>

Australian Literacy Educators Association (ALEA)

Join as a student and receive three issues of *The Australian Journal of Language and Literacy* (AJLL) and *Literacy Learning: the Middle Years* (LL) each year.

Tel 1800248 379

Email office@alea.edu.au