School of Education

EDST6702
English Method 1

Semester 1
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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 Bidjigal 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 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Gillian Lovell
Office Location: John Goodsell 132
Email: g.lovell@unsw.edu.au
Phone: 9385 1914
Availability: Monday

Other Teaching Staff: Chris Davis
Office Location: John Goodsell 132
Email: cdavis@loreto.nsw.edu.au
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

Other Teaching Staff: Julie McFarland
Office Location: John Goodsell 132
Email: j.m.mcfarland@unsw.edu.au
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

Other Teaching Staff: Helen Pearson
Office Location: John Goodsell 120
Email: h.pearson@unsw.edu.au
Phone: 9385 1914
Availability: Monday 7.00-7.30pm

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Monday 16:00 – 17:00</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Monday 14:00 – 16:00</td>
</tr>
<tr>
<td></td>
<td>Monday 14:00 – 16:00</td>
</tr>
<tr>
<td></td>
<td>Monday 17:00 – 19:00</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-5, 6-10, N4</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-5, 6-10, N4</td>
</tr>
</tbody>
</table>

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 for addressing the requirements and philosophy of the NSW English syllabuses.

**Aims of the Course**

For each student, the aims of this course are to:
- increase pedagogical content knowledge for English teaching
- develop understanding of what comprises effective classroom practice.

**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**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge and understanding of the NSW English Syllabuses for Stages 4, 5 and 6 and various Department of Education policies</td>
</tr>
<tr>
<td>2</td>
<td>Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT</td>
</tr>
<tr>
<td>5</td>
<td>Use the internet and web-based Learning Management Systems to deliver curriculum to students</td>
</tr>
<tr>
<td>6</td>
<td>Plan for and implement a range of literacy strategies to meet the needs of all students</td>
</tr>
<tr>
<td>7</td>
<td>Discuss classroom strategies that recognise students’ different approaches to learning</td>
</tr>
<tr>
<td>8</td>
<td>Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours</td>
</tr>
<tr>
<td>9</td>
<td>Develop appropriate and engaging resources for the English classroom that take into account students’ skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students</td>
</tr>
<tr>
<td>10</td>
<td>Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour</td>
</tr>
<tr>
<td>11</td>
<td>Recognise a range of professional organisations that can contribute to the on-going professional development of English teachers</td>
</tr>
</tbody>
</table>

**Graduate Attributes (AITSL Professional Graduate Teaching Standards)**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>1, 2</td>
</tr>
<tr>
<td>1.3</td>
<td>1, 2</td>
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<tr>
<td>2.1</td>
<td>1, 2</td>
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<td>2.2</td>
<td>1, 2</td>
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<td>2.3</td>
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<td>2.4</td>
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<td>2.5</td>
<td>1, 2</td>
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<td>2.6</td>
<td>2</td>
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<tr>
<td>3.1</td>
<td>1, 2</td>
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<td>3.2</td>
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<td>3.3</td>
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<td>3.4</td>
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<td>3.5</td>
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<td>4.1</td>
<td>1, 2</td>
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<tr>
<td>4.2</td>
<td>1, 2</td>
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<tr>
<td>6.3</td>
<td>1</td>
</tr>
</tbody>
</table>

National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
</tbody>
</table>

EDST6702 English Method 1, UNSW 2015 4
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

<table>
<thead>
<tr>
<th>Week and lecture</th>
<th>Tutorial Topic</th>
<th>ICT Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (2 March)</td>
<td>Introductions and expectations</td>
<td>Module A: Technology as a Teaching Tool - Overview of the place of technology in English: How it can be used to:</td>
</tr>
<tr>
<td></td>
<td>What is subject English? How has it changed in recent years?</td>
<td>- Gather information</td>
</tr>
<tr>
<td></td>
<td>Introduction to the NSW 7-10 syllabus</td>
<td>- Communicate ideas</td>
</tr>
<tr>
<td>Gillian Lovell &amp; tutors</td>
<td>Resources and professional networks</td>
<td>- Create texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Self and peer assess</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>List of suggested websites that can be used to enrich the English classroom. Current</td>
</tr>
</tbody>
</table>
| Week 2 (9 March) | Research 7–10 English Syllabus: structure and content  
What is the place of literacy in the syllabus?  
What makes a good lesson? Using the lesson planning template. Sample lesson plans.  
Reading 7–10 Syllabus: Stage 5 outcomes and content, pp 51-69  
ICT Modules  
Priority Areas  
Module D: Ways to use ICT as a teaching tool:  
- Power Point  
- Mind mapping  
- Graphic organisers  
- Glogsters  
- E-readers  
- Google Apps, Google Littrip  
- Web20 sites, such as: Visuword, Cyber Grammar, etc  
- Wordle or Taxedo  
- Literacy: [http://unswict.wikispaces.com/Literacy](http://unswict.wikispaces.com/Literacy)  
Helen Pearson |
<table>
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<th></th>
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<tbody>
<tr>
<td>Week 3 (16 March)</td>
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</tbody>
</table>
7–10 English Syllabus: Creating lessons using picture books, poems and other short texts  
How do I use the syllabus to construct engaging lesson plans?  
Reading  
Read one or two texts from the list provided in the lecture.  
Priority Areas  
Module B: Web 20 online texts:  
A list of web sites that feature multimodal texts and access to a range of fiction and non-fiction texts, such as:  
Helen Sykes |
| Week 4  
(23 March) | 7–10 English syllabus |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles for effective teaching</td>
<td></td>
</tr>
<tr>
<td>Julie McFarland</td>
<td></td>
</tr>
</tbody>
</table>

**What are effective teaching strategies?**
- Cooperative learning, group work and strategies such as jigsaw.
- Teaching literacies.
- Strategies for low literacy learners.
- Introducing multicultural and Indigenous perspectives into the classroom.

**Reading**
NSW DEC (2014) *School Excellence Framework*  

**Quality Teaching**
[https://www.det.nsw.edu.au/program/areas/qt/](https://www.det.nsw.edu.au/program/areas/qt/)

**Priority Areas**

**Module C: Introduction to collaborative use of ICT:**
- Research articles related to collaboration
- Wikis
- Blogs: Blogger, Edublog, etc
- Edmodo
- Twitter
- Facebook
- Voicethread

**Apps:**

**Module K: ICT and Indigenous Aboriginal texts:**
- Accessing sites for resources to use in the classroom:
  - Dust Echoes: [http://www.abc.net.au/dustechoes/](http://www.abc.net.au/dustechoes/)
  - 8 Ways: [http://8ways.wikispaces.com/](http://8ways.wikispaces.com/)
| Week 5  
(30 March) | Assessment 1 due |
|---------------------|------------------|
| Designing a unit of work for both junior and senior classes | **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.  
Reading  
Priority Areas  

<table>
<thead>
<tr>
<th>Module E: Ways students can use ICT to create:</th>
</tr>
</thead>
</table>
| - Podcasts  
- Prezis  
- Digi-texts: Moviemaker, Photostory, Book trailers, etc  
- Avatars: Voki.com  
- Persuasive texts |

<table>
<thead>
<tr>
<th>Mid-Semester Break</th>
</tr>
</thead>
</table>

| Week 6  
(13 April) | Microteaching |
|---------------------|------------------|
| How to keep your students reading | **Reading**  
Priority Areas  

<table>
<thead>
<tr>
<th>Module F: Poetry and ICT:</th>
</tr>
</thead>
</table>
| - List of sites to access and create poetry, such as:  
  - [http://www.poetryarchive.org/poetryarchive/home.do](http://www.poetryarchive.org/poetryarchive/home.do)  
  - Instant poetry:  
    [http://ettcweb.lr.k12.nj.us/forms/newpoem.htm](http://ettcweb.lr.k12.nj.us/forms/newpoem.htm)  
  - Sonnet Central:  
  - Readings of Shakespeare’s Sonnets:  
| Week 7  
| (20 April) | **Module G: Open ended assessment using ICT:** Differentiating assessment by encouraging students to choose their medium of production. Examples to be provided. |
| How to design effective and appropriate assessments | **Chris Davis** |
| Week 8  
| (27 April) | **Module E (cont): Ways students can use ICT to create:** |
| How to encourage student writing | **Julie McFarland** |
| Week 9  
| (4 May) | **Module H: Using ICT to Enrich HSC Learning:** Accessing the NSW Board of Studies Site, HSC Online and using Wikis or Blogs for HSC students: Navigating the BOS site to access past papers, feedback from the Marking Centres, etc; example of a HSC Blog. |
| Introducing Stage 6 | **Gillian Lovell** |
| Microteaching or tutor choice | Reading NSW Stage 6 Syllabus |
| **Week 10**  
(11 May) | **Assessment 2 due**  
How to teach Shakespeare in Stages 4, 5, 6  
Chris Davis | **Module I: How to use ICT to enrich the teaching of Shakespeare:**  
- List of sites, such as: Bell Shakespeare, Globe Theatre, PBS, Virtual Macbeth  
- Use of images  
- Film clips: Youtube  
- Open Source Shakespeare  
Representation tasks using: Photoshop, Moviemaker, etc |
| --- | --- | --- |
| **Teaching ideas for professional experience**  
Online course evaluation | **Priority Areas**  
| **Teaching ideas for professional experience**  
Online course evaluation | **Professional Experience**  
**Module J: Using ICT to Facilitate Peer Feedback:**  
- Research papers  
- Voicethread  
- Blogs and wikis  
- E-Porttfolio | **Week 11**  
(22 June) | **Professional Experience**  
**Module J: Using ICT to Facilitate Peer Feedback:**  
- Research papers  
- Voicethread  
- Blogs and wikis  
- E-Porttfolio | **Week 11**  
(22 June) | **Professional Experience**  
**Module J: Using ICT to Facilitate Peer Feedback:**  
- Research papers  
- Voicethread  
- Blogs and wikis  
- E-Porttfolio |
| **Teaching the story of the English language**  
Helen Pearson | **How is English changing today?**  
Practicum debrief and review of teaching/learning strategies  
**Reading**  
- Research papers  
- Voicethread  
- Blogs and wikis  
- E-Porttfolio |
| **Teaching the story of the English language**  
Helen Pearson | **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. | **How is English changing today?**  
Practicum debrief and review of teaching/learning strategies  
**Reading**  
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>National Priority Areas</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical analysis and lesson plan</td>
<td>Equivalent of 2000 words</td>
<td>40%</td>
<td>1,2,3,4,5,6, 7,8,9,10,11</td>
<td>2.2, 2.6, 3.5, 4.2, 6.3</td>
<td>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</td>
<td>Week 5 30 March</td>
</tr>
<tr>
<td>2. Unit planning for Stage 4 or 5 English</td>
<td>4000 words</td>
<td>60%</td>
<td>1,2,3,4,5,6, 7,8,9,10,11</td>
<td>1.2, 1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1</td>
<td>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</td>
<td>Week 10 11 May</td>
</tr>
</tbody>
</table>
Assignment 1

You must submit an electronic copy of this assignment through Turnitin by the due date. A hard copy of the assignment must be submitted to your English Method tutor in class in Week 5.

Lesson planning

This 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 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 short critical analysis of the text you choose (about 600 words). This is NOT a justification for the choice of text OR a description of your lesson; both those aspects should be obvious in your lesson plan.

   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?

2. 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?

   This rationale should be supported with a list of references indicating your research and professional readings.

3. 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 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 a text, either written, visual or spoken
- choose appropriate lesson outcomes and content
- demonstrate knowledge of teaching and learning strategies
- 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.
FEEDBACK SHEET - EDST6702 ENGLISH METHOD 1

Assessment 1: Critical analysis and lesson plan

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
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</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
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<tr>
<td>- Clear statement of syllabus outcomes in lesson plan</td>
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<tr>
<td>- Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies</td>
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<tr>
<td>- Effective use of student group structures and other strategies to address</td>
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<tr>
<td>teaching and learning goals</td>
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<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
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<tr>
<td>- Analysis of the text shows firm understanding of language and ability to use</td>
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<tr>
<td>appropriate meta-language</td>
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<tr>
<td>- Detailed lesson plan based on a concept or text relevant to a mixed ability</td>
<td></td>
<td></td>
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<tr>
<td>class</td>
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<tr>
<td>- Demonstrated understanding of the NSW Quality Teaching framework</td>
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<tr>
<td>- Engaging and effective teaching strategies used</td>
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<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used</strong></td>
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<tr>
<td>to support response</td>
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<tr>
<td>- Rationale demonstrates understanding of research and theory and is supported</td>
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<tr>
<td>by appropriate references</td>
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<td></td>
</tr>
<tr>
<td>- Lesson plan reflects ideas and material provided in lectures and tutorials on</td>
<td></td>
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</tr>
<tr>
<td>effective pedagogy to engage all students and achieve syllabus outcomes</td>
<td></td>
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<tr>
<td><strong>Structure and organisation of response</strong></td>
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<tr>
<td>- Clear and effective use of the lesson plan template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Presentation of response according to appropriate academic and linguistic</td>
<td></td>
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<tr>
<td>conventions</td>
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<tr>
<td>- Writing shows an excellent command of English grammar conventions,</td>
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<td>including spelling, syntax and punctuation</td>
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</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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 page 13/14 of this outline.
Assignment 2

You must submit an electronic copy of this assignment through Turnitin by the due date. A hard copy of the assignment must be submitted to your English Method tutor in class in Week 10.

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 3 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
- 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**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student No.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(++)</th>
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**Specific Criteria**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
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</thead>
<tbody>
<tr>
<td>• Understanding of the task and its relationship to relevant areas of theory, research and practice</td>
</tr>
<tr>
<td>• Clarity and accuracy in use of key terms and concepts in lesson and unit planning</td>
</tr>
<tr>
<td>• Clear statement of syllabus outcomes covered by the unit as a whole</td>
</tr>
<tr>
<td>• Clear statement of content statements derived from these outcomes</td>
</tr>
<tr>
<td>• Explicitly stated learning goals for the unit as a whole</td>
</tr>
<tr>
<td>• Variety of teaching strategies included</td>
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<tr>
<td>• Effective and engaging use of ICT</td>
</tr>
<tr>
<td>• Potential for student engagement with the material</td>
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<tr>
<td>• Incorporation of literacy metalinguage and strategies</td>
</tr>
<tr>
<td>• Summative assessment task detailed</td>
</tr>
<tr>
<td>• Assessments clearly linked to syllabus outcomes and learning goals</td>
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<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
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<tbody>
<tr>
<td>• 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</td>
</tr>
<tr>
<td>• Design an overview of a unit, which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs</td>
</tr>
<tr>
<td>• Describe prior knowledge that students must have to begin this unit and discuss how this prior knowledge could be assessed</td>
</tr>
<tr>
<td>• Demonstrate suitability of chosen texts and discussion of potential student engagement</td>
</tr>
<tr>
<td>• Justify choice of content and teaching strategies in relation to the needs and abilities of the class</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate a deep understanding of material, research and ideas presented in English Method lectures and professional readings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
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</thead>
<tbody>
<tr>
<td>• Use appropriate overall structure and format of response</td>
</tr>
<tr>
<td>• Use a logical sequence with clear and coherent organisation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
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</thead>
<tbody>
<tr>
<td>• Use excellent grammar, including spelling, syntax and punctuation</td>
</tr>
</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
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**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.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. 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.

A penalty of 3% per day (24 hours) applies to work submitted after the due date without an approved extension. Extension forms are available from the School of Education office and must be approved by the appropriate course coordinator prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration and students must consider the merits of both options available. Please note that computer malfunctions will not be considered as sufficient grounds for extension.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical analysis and lesson plan</td>
<td>Written</td>
<td>20 April</td>
</tr>
<tr>
<td>2. Unit of work</td>
<td>Written</td>
<td>1st June</td>
</tr>
</tbody>
</table>
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.
### Microteaching Feedback Form for Pre-service Teacher

#### Student Teacher Details
Name: [Student Name]  
ID: [Student ID]  
Date: [Date]

#### Method and Topic/Level

<table>
<thead>
<tr>
<th>Standards</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</strong></td>
<td></td>
</tr>
</tbody>
</table>
- 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) |

| **B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)** |  
- 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) |

| **C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)** |  
- 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) |

#### Comments:

Lecturer: [Lecturer Name]  
Date: [Date]  
Satisfactory / Unsatisfactory (circle)
HURDLE REQUIREMENT

Creating a Contemporary Classroom - Hands on with Digital Technologies

Active participation in 2 x 1.5 hour sessions taken by a specialist in technology enabled learning and teaching is required to help prepare student teachers to understand and use digital technologies in their contemporary classrooms. Satisfactory engagement with the technology will be assessed by Method lecturers.

These technologies will include:

Session 1
- Presentation tools and classroom equipment including interactive whiteboards
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses

Session 2
- Web based enquiry learning resources, including webquests
- One-to-one technologies including iPads, netbooks and notebooks and the technologies which support shared learning on individual devices
- Resources to create contemporary lessons, including Flipped classroom

8. RESOURCES

The Flipped Classroom

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.

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.

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)

NSW Board of Studies, Stage 6 Syllabus, English, Preliminary and HSC Courses, June 1999
(see HSC Syllabuses in the left hand menu of the homepage)

Further required readings

Sydney, NSW Australia: Phoenix Education Pty. Ltd.

NSW DEC (2014) School Excellence Framework, Sydney, NSW

Readings on the UNSW Moodle website

Further Readings

Attwood, B. (2005), Telling the truth about Aboriginal history. All and Unwin, Crows Nest.
Henderson, R. (2012) Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia
Marsh, Colin (2010) Becoming a Teacher, Sydney, Australia: Pearson Australia
Price, K (2012), Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press
Professional websites for English teachers

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.

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.

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


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.hsc.csu.edu.au
HSC online (DET and Charles Sturt University site) - material for students and teachers.

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