School of Education

EDST6708
History 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
EDST6708 History Method 1 (6 units of credit)
Semester 1, 2015

2. STAFF CONTACT DETAILS

Course Convenor: Jennifer JORDAN
Office Location: John Goodsell 132
Email: jennifer.jordan@unsw.edu.au
Phone: (02) 9385 1914
Availability: 3:45 to 4pm Wednesday (otherwise via email for appointment)

Other Teaching Staff: Bernie HOWITT
Office Location: John Goodsell 132
Email: b.howitt@unsw.edu.au
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Stephanie INGSTER
Office Location: John Goodsell 132
Email: s.ingster@unsw.edu.au
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Dr Denis MOOTZ
Office Location: John Goodsell 132
Email: d.mootz@unsw.edu.au
Phone: (02) 9385 1914
Availability: via Email

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>History 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 including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Lecture</th>
<th>Wed (4-5pm), Civil Engineering, G1</th>
<th>Weeks 1-10, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tutorial/s</td>
<td>Wed (5-7pm), (JJ) Mathews 125</td>
<td>Weeks 1-10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wed (5-7pm), (SI) Mathews 309</td>
<td>Weeks 1-10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thurs (1-3pm), (DM) G27, LG06</td>
<td>Weeks 1-10, 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thurs (5-7 pm), (BH) Mathews 125</td>
<td>Weeks 1-10, 11</td>
</tr>
</tbody>
</table>
Summary of Course
This course is designed to increase a student's pedagogical content knowledge for History teaching. The key elements of pedagogy and History 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 History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

Aims of the Course
This course aims to:
• increase a student’s pedagogical content knowledge for History teaching
• develop a student’s 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, failure to attend 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 Stage 5 and 6 History Syllabi and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity.</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 History 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 the NSW Institute of Teachers’ standards for Graduate 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>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate knowledge and understanding of research into how</td>
</tr>
</tbody>
</table>
students learn and the implications for teaching

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

1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds

1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities

1.6 Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area

2.2 Organise content into an effective learning and teaching sequence

2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans

2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas

2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students

3.1 Set learning goals that provide achievable challenges for students of varying characteristics

3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies

3.3 Include a range of teaching strategies

**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>A. 1-9</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>B. 1, 3-5</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>C. 1-10, 12</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>D.1, 4, 5, 8-11, 16, 18, 19</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>E.2-4, 6</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English Speaking Backgrounds</td>
<td>F. 2-5, 7, 9</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Syllabus documents. During the course students will develop their knowledge of New South Wales syllabus documents.

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

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 the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
</table>
| 1 4 Mar | Stages 4 & 5 in the **History K–10 Syllabus**  
**Overview & Depth Study**  
**Bernie Howitt**  
ATSI A.3,4,6,8  ICT C.1,7  SEP E.2  
NESB F.4, 9  L/N D.1,16,11 | Course Outline, expectations & Assessment  
Programming Stages 4 & 5 |
| 2 11 March | **Historical Literacy**  
**Denis Mootz**  
ATSI A.1,8  ICT C.10  L/N D.1,8,9 | Scope & Sequence, Units of Work. |
| 3 18 March | **Lesson Planning & Teaching Methods**  
**Stephanie Ingster**  
ATSI A.1,5,6,8  CM B.1,4,5  L/N D.18,19  
SEN E.2,3  NESB F.3,4,5 | Teaching Strategies  
Lesson analysis |
| 4 25 March | **Teaching from Outcomes**  
**Jenny Jordan**  
ATSI A.1; CM B.1  ICT C.5,6  
L/N D.4,8,11  NESB F.3,4,5  SEN E.4 | Lesson analysis |
| 5 1 April | **Differentiation**  
**Denis Mootz**  
ATSI A.1,5,6  CM B.1,4  L/N D.4,5,8,10,11  
SEN E.3,6  NESB F.3,4,5 | Lesson Analysis  
Microteaching |
| 6 15 April | **Sources and Evidence**  
**Denis Mootz**  
ATSI A.5,8  CM B.4  ICT C.10 | Source Study  
Microteaching |
| 7 22 April | **Assessment 7-10**  
**Stephanie Ingster**  
ATSI A.5,9,7  L/N D.18,19  SEN E.6  NESB F.9 | Assessment for learning  
Microteaching |
| 8 29 Apr | **Quality History Lessons**  
**Bernie Howitt**  
ATSI A.2,3  CM B.1,4  NESB F.2,3,7 | Planning Quality Lessons  
Microteaching |
| 9 6 May | **Technology in the History Classroom**  
**Jenny Jordan**  
CM B.1,3  ICT C.2,3,4,5,6,8,9,12 | Technology Workshop  
(BYOD) |
| 10 13 May | **Stage 6**  
**Jenny Jordan**  
ATSI A.2,8  NESB F.5 | Programming Stage 6  
Microteaching |
| Break | | |
| Professional Experience (PE1) (25 May – 19 June) | | |
| 11 24 June | **Elective History**  
**James St Julian**  
ATSI A.1,2,3  ICT C.9,12;  
| Programming Elective History PE1  
Review of Professional Experience  
Course evaluations |
### 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>Task 1</td>
<td>2500 words</td>
<td>40%</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>1,2,2,1,2,2,3,2,6,3,13,2,3,3,4,6,3</td>
<td>ATSI A.1,4,5,6,7,8 CM B.1,4,5 ICT C.1,3,4,5 L/N D.1,4,</td>
<td>Week 6 14 Apr</td>
</tr>
<tr>
<td>Stage 4 or 5 Scope and Sequence</td>
<td></td>
<td></td>
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<tr>
<td>Critique</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Task 2</td>
<td>Equivalent 3500 words</td>
<td>60%</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>1,2,1,3,2,1,2,2,2,3,2,4,3,2,3,3,4,4,1,6,3</td>
<td>ATSI A.1,4,5,6,7,8 ICT C.1,3,4,5,6,7,8,10 SEN E.3,4 L/N D.1,4,5,8,10 ,11,12 NESB F.3,4,5,9,</td>
<td>Week 9 5 May</td>
</tr>
<tr>
<td>Stage 4 or 5 Unit of Work and</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lesson Plans</td>
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</tr>
</tbody>
</table>

**Assessment Details**

**Task 1 – Critique of Stage 4 or Stage 5 Scope and Sequence and Unit of Work**

This task requires students to critique a Scope and Sequence Plan and a Unit of Work for either Stage 4 or Stage 5. Both will be supplied for the task. There will be an option to choose Stage 4 or Stage 5.

1. Using the NSW (BOSTES) *History K-10 Syllabus* and readings as your guide, comment on the following elements of the Scope & Sequence plan and the unit of work
   - Choice of topics
   - Number of lessons / timing
   - Outcomes
   - Sequence of content
   - Historical skills and concepts development
   - Teaching strategies and activities
   - General capabilities
   - Cross curricular priorities
   - Assessment tasks

2. How successfully do this plan and unit allow for teacher mediation and differentiation of the curriculum, allowing the teacher to cater for students of different backgrounds, abilities and experiences, particularly students of Aboriginal or Torres Strait Islander background?
   (The scope & sequence options will be posted on MOODLE in advance.)
   This task will be modelled/scaffolded in Tutorial Week 2)
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6708 HISTORY METHOD 1

Student Name:              Student No.:
Assessment Task 1: Scope & Sequence and Unit of Work critique

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate awareness of strategies to mediate the curriculum derived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the NSW History Syllabus for Stages 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate clarity and accuracy in use of key terms and concepts in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History teaching.</td>
<td></td>
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<tr>
<td>• Evaluate choices of content and teaching and learning strategies.</td>
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<tr>
<td>• Demonstrate awareness of diverse social, ethnic, cultural and religious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>backgrounds of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Depth of analysis and/or critique in response to the task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate ability to assess a sequence of learning experiences derived</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the NSW History Syllabus for Stages 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge and understanding of syllabus options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge of syllabus outcomes, skills and concepts.</td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrate awareness of coherence between syllabus outcomes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chosen strategies.</td>
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</tr>
<tr>
<td><strong>Familiarity with and relevance of professional and/or research literature used</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Make specific reference to material, research and ideas presented in History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>method lectures, readings and prescribed texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate knowledge and understanding of the NSW Stage 4 &amp; 5 History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure and organisation of response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Task 2 – Stage 4 or Stage 5 Unit of Work and Lesson Plans

This task requires students to develop a unit of work for a Stage 4 or Stage 5 class, (28 – 30 students) of mixed ability, of 10-12 lessons of 40 minutes each.

There are **TWO** parts to the assessment task.

**Part A: Unit of work outline consisting of 10 -12 lessons**

Include a cover sheet with the following details:
- Year group involved
- Topic from the syllabus, Overview or Depth Study
- Knowledge, skills and attitude objectives from the syllabus
- Syllabus outcomes for the topic
- Skills and concepts from the syllabus.

For each lesson in the unit provide **brief** details as set out in the table below. (Please use ‘landscape’ layout.)

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Key inquiry Question / Content</th>
<th>Outcomes</th>
<th>Teaching / Learning Strategies</th>
<th>Activities</th>
<th>Resources</th>
<th>Assessment Formative &amp; Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson ...</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 12</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Part B: Detailed lesson plans for 5 lessons
(Note that these lessons need only be ‘listed’ in the outline above…see Lesson 1 above)

- Introductory lesson (Lesson #1)
- A source study lesson
- A group / team / collaborative activity
- A note-making exercise (NBB: Note-making NOT Note-taking)
- An IT lesson (students must learn something about IT in History…use IT to achieve an outcome / learn a skill…not just use Google)

Use the lesson plan ‘proforma’ as for Microteaching and Professional Experience.

Each lesson plan must include

- Outcomes
- Content
- Sequence of Teaching & Learning Activities / Strategies (with approximate timing)…based on outcomes, skills and concepts
- Details of and a copy of any resource required for these lessons
- A copy of any assessment items
- Demonstration of your awareness of, and means of catering for, students of different backgrounds, abilities and experiences, particularly students of Aboriginal or Torres Strait Islander background
- IT pedagogical approaches.

Include an annotated list of all references, resources or teaching aids to be used. Ensure that you understand what the term ‘annotated’ means.
## SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate clarity and accuracy in use of key terms and concepts in History teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of NSW Syllabus options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate clear links to syllabus outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate coherence between syllabus outcomes and chosen strategies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stages 4 &amp; 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ability to plan specific lessons for History teaching and learning experiences.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of resources to engage and extend students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
</table>

## GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer: [Name]
Date: [Date]

Recommended: [Score]/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 (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor 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 through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
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<tbody>
<tr>
<td>One: Scope and Sequence</td>
<td>TurnItIn</td>
<td>3 May, 2015</td>
</tr>
<tr>
<td>Two: Unit Plan and Lesson Plans</td>
<td>TurnItIn</td>
<td>24 May, 2015</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 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.

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

Notes
1. Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.

2. Micro-teaching: 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: A student who is assessed as unsatisfactory in microteaching 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: History

**STUDENT TEACHER**

Name: ___________________________  ziD: ___________________________  Date: 2015

<table>
<thead>
<tr>
<th>Details</th>
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<tr>
<td>Method</td>
<td>Topic/level</td>
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<th>Standards</th>
<th>Comments</th>
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<tr>
<td><strong>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</strong>&lt;br&gt; - 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)&lt;br&gt; - Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)&lt;br&gt; - Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)&lt;br&gt; - 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)&lt;br&gt; - Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)&lt;br&gt; - Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</td>
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<td><strong>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</strong>&lt;br&gt; - 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)&lt;br&gt; - Were instructions, explanations and questioning techniques effective? (3.3.1)&lt;br&gt; - 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)&lt;br&gt; - Was students’ understanding continually monitored and students’ achievements of the learning outcomes noted? (3.6.1)</td>
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<td><strong>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</strong>&lt;br&gt; - Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)&lt;br&gt; - Were activities well organised and direction clear? (4.2.2)&lt;br&gt; - 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)</td>
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</table>

**Comments:**

Lecturer: ___________________________  Date: ___________________________  Satisfactory / Unsatisfactory (circle)
8. RESOURCES

Essential Documents

Students must be familiar with:
NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW
Board of Studies (2012) *NSW History K-10 Syllabus Stages 4 and 5*, North Sydney, NSW.
Access at/ download from www.boardofstudies.nsw.edu.au
NCHE Professional Digest
http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page
Course Readings: Available on Moodle.

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

Research Reports

Journals
*Teaching History*, Journal of the History Teachers’ Association of NSW Inc. (HTA NSW)
(A source of teaching ideas, curriculum issues and academic articles. Student membership available.)
http://www.htansw.asn.au