Contents

1. LOCATION ..................................................................................................................... 1
2. STAFF CONTACT DETAILS .......................................................................................... 1
3. COURSE DETAILS ........................................................................................................ 2
   Aims of the Course ......................................................................................................... 2
   Student Learning Outcomes ........................................................................................... 2
   Graduate Attributes (AITSL Professional Graduate Teaching Standards) ...................... 3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ..... 4
5. TEACHING STRATEGIES ............................................................................................. 4
6. COURSE CONTENT AND STRUCTURE ...................................................................... 5
7. ASSESSMENT .............................................................................................................. 8
   Assessment Details ......................................................................................................... 9
   Submission of Assessment Tasks .................................................................................... 13
8. RESOURCES .............................................................................................................. 13
   Required Readings ......................................................................................................... 13
   Recommended Reading: ................................................................................................. 13

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
EDST6723 English Extension Method 1 (6 units of credit)
Semester 1 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Karen Yager
Email: z3262278@unsw.edu.au
Phone: 94870132
Availability: Wednesday 8:30pm – 9:00pm or when you are at Knox after 2pm
3. COURSE DETAILS

Course Name: English Extension Method 1
Credit Points: 6 units of credit (uoc)
Workload: 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Wednesday 16:00 – 17:00, John Goodsell LG19</th>
<th>Weeks 1, 3, 5, 6, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday 16:00 – 17:00, Knox Grammar School</td>
<td>Weeks 2, 4, 7, 8, 10</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Wednesday 17:00 – 19:00, John Goodsell LG19</td>
<td>Weeks 1, 3, 5, 6, 9</td>
</tr>
<tr>
<td></td>
<td>Wednesday 15:00 – 16:00, Knox Grammar School</td>
<td>Weeks 2, 4, 7, 8, 10</td>
</tr>
</tbody>
</table>

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

Aims of the Course
This course aims:
- To critique research into effective pedagogy for the Stage 6 English classroom.
- To analyse how these research findings can be successfully implemented in the English classroom.

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>1, 2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>4</td>
<td>1, 2</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>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</td>
</tr>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td>2.5</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
</tr>
<tr>
<td>3.3</td>
<td>Include a range of teaching strategies.</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning.</td>
</tr>
</tbody>
</table>

### National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Education</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Information and Communication Technologies</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td>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>Students with Special Educational Needs</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Teaching Students from Non-English Speaking Backgrounds</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

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

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

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on Moodle and the UNSWICT wikispace
- Online discussions
- Peer teaching in a simulated classroom setting
- Observation of year 12 ESL, Standard, Advanced and Extension I and II, classes and meetings with year 12 teachers and students to discuss a range of approaches to teaching and learning.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture and workshop</th>
<th>UNSWICT Resources and Readings</th>
</tr>
</thead>
</table>
| 1 | The challenges of teaching Stage 6 English and the HSC  
Overview of all Stage 6 courses and approaches that enrich the learning outcomes of stage 6 students  
Priority Areas  
ATSI A.4, A.5, A.6  
CM B.1  
ICT C.1  
L&N D.1, D.2, D.3, D.4, NESB F.3 | ▪ Accessing online teaching resources for Stage 6 at UNSWICT wikispace  
▪ Reading: NSW Stage 6 Syllabus rationale and overview |
| (2-6 March) | Karen Yager  
UNSW | |
| 2 | Teaching and managing the Stage 6 classroom  
Classroom observation of a year 12 teacher at 9:20am (not mandatory) and discussions with teachers and students regarding strategies that respond to the learning needs of students  
Priority Areas  
ATSI A.4, A.5, A.6  
CM B.1, B.2, B.5, B.9, B.10  
ICT C.1, C.3, C.4, C.5, C.8, C.12, C.14  
L&N D.1, D.3, D.4, D.9, SEd E.2, E.7, E.8  
NESB F.3 | ▪ ▪ ▪ |
| (9-13 March) | Karen Yager and Knox teachers  
Knox Grammar School | |
| 3 | The literacy demands of Stage 6 English  
Developing and enriching the analytical response skills of Stage 6 Advanced, Standard and ESL students  
Priority Areas  
ATSI A.4, A.5, A.6  
ICT C.3, C.5, C.6, C.8, C.12, C.13  
NESB F.3, F.7 | ▪ ▪ ▪ |
| (16-20 March) | Karen Yager  
UNSW | |
| 4 | HSC assessment practices and the BOSTES requirements  
Policy and practice; and developing a Stage 6 assessment task and a scope and sequence of assessment – discussions with students and teachers; special provisions and illness/miscadventure; using the RAP package to analyse data  
Priority Areas  
ATSI A.4, A.5  
▪ Reading: NSW Stage 6 Syllabus assessment and reporting section; Knox Stage 6 Assessment and Reporting Policy and Knox Stage 6 English assessment scope and sequence and overview booklet  
▪ Reading: BOSTES http://www.boardofstudies.nsw.edu |
<table>
<thead>
<tr>
<th></th>
<th>L&amp;N</th>
<th>SED:</th>
<th>NESB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>D.4, D.16, D.18</td>
<td>6, 9</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>au/hsc_assessment_policies/</td>
<td>A range of sample assessment tasks</td>
<td></td>
</tr>
</tbody>
</table>

### The literacy demands of the HSC
Developing and enriching the imaginative response skills of Stage 6 students

#### Priority Areas
- **ATSIE:** A.4, A.5, A.6
- **ICT:** C.3, C.5, C.6, C.8, C.12, C.13
- **SEd:** E.2, E.7, E.8

#### Literacy resources for Stage 6 English Literacy and in particular writing:
- [http://unswict.wikispaces.com/Literacy](http://unswict.wikispaces.com/Literacy)
- Reading: Student imaginative writing samples and the Knox Year 11 Imaginative Writing Booklet

### Mid-Semester Break

### Teaching and programming for the HSC Modules for Standard and Advanced

#### Priority Areas
- **ATSIE:** A.4, A.5
- **ICT:** C.1, C.3, C.4, C.6, C.7, C.12, C.13
- **L&N:** D.1, D.3, D.4, D.5, D.8, D.9, D.11, D.12, D.18, D.19
- **SEd:** E.2

#### Assessment Task 1 due 17th April

### Supporting the learning needs of Aboriginal and Torres Strait Islander students
Meeting with Helen Clarke and students to discuss teaching and learning, Independent Learning Plans, etc.

#### Priority Areas
- **ATSIE:** A.1, A.2, A.3, A.5, A.7, A.9, A.10, A.11, A.12
- **CM:** B.4
- **ICT:** C.1, C.3, C.4, C.5, C.8, C.14
- **L&N:** D.1, D.3, D.4, D.5, D.9
- **SEd:** E.2

- Visit: 8 Aboriginal ways of learning
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</thead>
<tbody>
<tr>
<td>11</td>
<td>(22-26 June)</td>
<td>Karen Yager UNSW</td>
<td></td>
<td>Professional experience and its implications</td>
<td>Evaluation of the course</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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>NPA elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development and evaluation of two lesson plans that feature teaching strategies to improve students’ analytical or imaginative writing</td>
<td>2000 Words</td>
<td>50%</td>
<td>2, 3 &amp; 4</td>
<td>1.2, 1.3, 2.1, 2.5, 2.6, 3.3, 3.4</td>
<td>ATSIE A.4-6, ICT C.1, C.3, C.4, C.6-8, C.12, C.13, L&amp;N D.1, D.3-5, D.7-9, D.11-14, D.17-19, SEd E.2, E.7, E.8</td>
<td>Week 6</td>
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<td></td>
<td>17 April</td>
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<tr>
<td><strong>Assessment 2</strong></td>
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</tr>
<tr>
<td>Research review of selected topic related to the teaching of Stage 6 English – essay and tutorial presentation</td>
<td>c.3000 words</td>
<td>50%</td>
<td>1, 2 &amp; 4</td>
<td>1.2, 2.1, 2.4, 2.6</td>
<td>ATSIE A.4, L&amp;N D.1, D.7, SEd E.8, NESB: F7</td>
<td>Week 9</td>
</tr>
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<td>6 May</td>
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</tbody>
</table>
Assessment Details

Assessment 1 – Development and evaluation of two lesson plans to improve student writing

You are to develop two stage 6 lesson plans for year 12 students that are designed to improve student writing. One lesson plan is to focus on improving students’ analytical writing skills and the other lesson plan is to focus on improving students’ imaginative writing skills.

The analytical writing lesson should target an aspect of analytical writing, such as:

- Developing a thesis
- How to compose a cohesive response
- How to develop an integrated response
- Using powerful verbs
- Composing effective sentences
- Developing effective topic sentences

The imaginative writing lesson should also target an aspect of imaginative writing, such as:

- Creating evocative imagery
- Creating a powerful setting or character
- Developing engaging openings
- Effective syntax
- Developing motifs

The lesson plans must include learning goals, at least ONE ICT strategy and all resources and activities.

Evaluation of the lessons

You must also include a 500-word evaluation of the strategies used for both lessons. Refer specifically to research, theory and ideas presented in English method lectures and workshops, suggested readings and other sources in your evaluation. Ensure that you include appropriate references.
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6723 ENGLISH EXTENSION METHOD 1

Student Name:   
Student No.:   
Assessment Task: Assessment 1– Development and evaluation of two lesson plans to improve student writing

### 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>• Clear statement of syllabus outcomes in lesson plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Effective strategies to address teaching and learning goals and engage students in writing</td>
<td></td>
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</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>• Detailed lesson plan that demonstrates understanding of teaching writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engaging and effective teaching strategies evident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ability to evaluate the effectiveness of the strategies</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>• Evaluation demonstrates understanding of research and theory and is supported by appropriate references</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear and effective use of the lesson plan template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing shows an excellent command of English grammar conventions, including spelling, syntax and punctuation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer   
Date

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

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**
Assessment 2: Research Review and group presentation

Research Review

Your task is to research and review effective approaches and strategies for one of the areas listed below and discuss the benefits for English teachers. Your review should at between 1500 – 2000 words and demonstrate evidence of extensive research. This research can include interviews with students and teachers, as well as readings. Include your findings regarding the implications of your research for teaching. Ensure that you include appropriate references.

Research Topics

- Teaching the Area of Study to Year 12 Advanced, Standard OR ESL students
- Teaching Module A, B or C to Year 12 Advanced or Standard
- Strategies for preparing Advanced, Standard OR ESL students for the HSC English examinations
- Developing quality assessment tasks for Year 12 Advanced, Standard or ESL stage 6 English
- Supporting students to become independent researchers for Extension 2
- Supporting students to research and understand how to use literary theory in HSC Extension 1.
- Supporting students to find and use effective texts of own choosing for the HSC Area of Study OR an Extension 1 elective of own choice OR Advanced Module C OR Standard Module A or C.

(If there is a topic different from those detailed above that you would like to research, please discuss this with your tutor by week 4)

In week 9, you will submit your research review and present to the tutorial group an overview of the research you have done into one of the above areas. Include your findings regarding the implications of your research for teaching.
UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6723 ENGLISH EXTENSION METHOD 1

Student Name:              Student No.:  
Assessment 1 – Research Review and group presentation

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(+)</th>
<th>(+)</th>
</tr>
</thead>
</table>
| Understanding of the question or issue and the key concepts involved  
  • Demonstrate understanding of the implications of relevant research for the classroom teaching of English  |     |     |
| Depth of analysis and/or critique in response to the task  
  • Present a succinct analysis and critique of research on the area selected  |     |     |
| Familiarity with and relevance of professional and/or research literature used to support response  
  • Demonstrated understanding of valid and relevant research evidence from at least four sources  |     |     |
| Structure and organisation of response  
  • Demonstrate a good command of grammar, spelling, text construction and appropriate referencing (APA)  |     |     |
| Presentation of response according to appropriate academic and linguistic conventions  
  • Present the review in an engaging and informative manner  
  • Articulate clearly the research findings and the implications for teaching  |     |     |

| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME |

Lecturer     Date

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

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

8. RESOURCES

Required Readings

NSW Board of Studies, Stage 6 Syllabus, English, Preliminary and HSC Courses, June 1999
Alternatively, it is possible to download these syllabuses from the Board of Studies website www.boardofstudies.nsw.edu.au or you can buy a hardcopies for from the UNSW Bookshop on lower campus.


Readings on the UNSW Blackboard 9 website

Recommended Reading

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


Price, K (2012), Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press


Professional websites for English teachers

http://www.boardofstudies.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 NSW Board of Studies website or you can buy a hardcopies for $12.15 from the UNSW Bookshop on lower campus.

http://www.det.nsw.edu.au
The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:


http://www.hsc.csu.edu.au
HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication mETAphor (four a year - full of practical classroom resources, lessons, ideas) and English in Australia - up to the minute developments in English teaching.

The Association of Independent Schools

www.cecnsw.catholic.edu.au
The Catholic Education Commission

A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.

Professional Associations

English Teachers’ Association (ETANSW), PO Box 299 Leichhardt, NSW 2040.
Tel: 95726900 Fax: 95729534 Email: www.etansw.asn.au

Student Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.
Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.