



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

Arts & Social  
Sciences

School of Education

EDST6732  
English Method 2

Semester 2

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 6732 English Method 2 (6 units of credit)  
Semester 2 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Julie McFarland  
Office Location: John Goodsell 119  
Email: [j.m.mcfarland@unsw.edu.au](mailto:j.m.mcfarland@unsw.edu.au)  
Availability: Monday 5.00-5.30

Other Teaching Staff: Chris Davis  
Office Location: John Goodsell 119  
Email: [Christine.Davis@unsw.edu.au](mailto:Christine.Davis@unsw.edu.au)  
Availability: Monday 7.00 -7.30

Other Teaching Staff: David Johnson  
Office Location: John Goodsell 119  
Email: [d.johnson@unsw.edu.au](mailto:d.johnson@unsw.edu.au)  
Availability: Monday 7.00-7.30

Other Teaching Staff: Gillian Lovell  
Office Location: John Goodsell 119  
Email: [g.lovell@unsw.edu.au](mailto:g.lovell@unsw.edu.au)  
Availability: Monday 5.00 -5.30

## 3. COURSE DETAILS

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<b>Course Name</b>	English Method 2
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

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<b>Schedule</b>	
Lecture	Mon 16 (w1-8, ElecEngG25)
Tutorial/s	Mon 14-16 (w1-8, Gold G04) Mon 14-16 (w1-8, JGoodsLG19) Mon 17-19 (w1-8, Gold G05) Tue 14-16 (Loreto, 85 Carabella St Kirribilli)

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### **Summary of Course**

This course continues to prepare student teachers for the teaching of English in secondary schools in NSW.

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

- Tutorial readings on Moodle
- Reduced size and scope of second assignment

### **Aims of the Course**

This course aims to:

- further students' knowledge of the New South Wales English syllabus documents for stages 4, 5 and 6.

### **Important Information**

**Assessment:** Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**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**

Outcome		Assessment/s
1	Discuss classroom strategies that recognise students' different approaches to learning	1
2	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	1,2
3	Investigate and discuss a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour	1,2
4	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	1,2
5	Analyse specific teaching strategies and develop engaging materials to meet the needs of all students	1,2

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

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2,
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2
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	1,2
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	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2

2.2	Organise content into an effective learning and teaching sequence	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1,2
3.3	Include a range of teaching strategies	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1,2
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	1
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2 &HR
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	1 &HR

### **National Priority Area Elaborations**

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

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

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 they will be expected to design for secondary students. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

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

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, 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
- 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
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- 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 the Moodle website
- Specific literacy strategies, such as floor storming, dictogloss, cloze and three level comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom

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

## 6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 (25 July)	Using museums to enhance English teaching Course outline and assignments Preparing for Professional Experience 2.  <i>Julie McFarland</i>	1. Introducing the Stage 6 syllabus and Area of Study  Or 2. Teaching language and grammar  Reading: Stage 6 Syllabus: Rationale, Course Overviews, Standard English up to p. 37  Priority Areas for language and grammar/ AOS tutorial ATSIE: A.2, A.7, A.8; C.M: B.7; ICT: C.5, C.6; L&N: D.1, D.2, D.3, D.4, D.5, D.7, D.8, D.9, D.15; SEd: E.1, E.2; NESB: F.1, F.5
2 (1 August)	Texts in the Classroom  <i>Gillian Lovell</i>	Fresh Approaches to Poetry or tutor choice  Reading: Wayne Sawyer, 'Approaches to Poetry' in <i>Reviewing English in the 21<sup>st</sup> Century</i> , Wayne Sawyer and Eva Gold, eds, (2004), Sydney: Phoenix Education, p.292 ( available online)  Priority Areas ATSIE: A.1, A.3, A.4; CM: B.1, B.4, ICT: C.1, C.3, C.4, L&N: D.1, D.5, D.8, D.10, D.17, SEd: E.3, E.4; NESB: F.8  The following two sessions will be divided between:
3 (8 August)	Critical Literacy  <i>Brian Miller</i>	Stage 6: Modules  Reading: Stage 6 Syllabus: Advanced English: pgs 39-56  Priority areas for drama tutorial ATSIE: A.5, A.6; C.M: B.1, B.8; L&N: D.3, D.4, D.9, D.11, D.15; SEd: E.1, E.2, E.7, E.8; NESB: F.3, F.4, F.7
4 (15 August)	<b>Assessment Task 1 due</b>  Developing authentic assessment: Listening, Speaking and Visual/Representation	1. 2-hour drama workshop with Carla Moore or 2. Stage 6: Modules continued or

	<i>David Johnson</i>	<p>developing authentic Listening, Speaking or Visual/Representation assessment tasks.</p> <p>Reading: Stage 6 Syllabus: Advanced English: pgs 39-56 Reading: John Hughes, “<i>Playscripts and Performance</i>”, in Gannon et al (2009), <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education</p> <p>Priority Areas ATSIE: A.4; C.M: B.1, B.2, B.7; ICT: C.2, C.3, C.6; L&amp;N: D.5, D.8, D.9, D.10, D.11, D.17, D.18; SEd: E.5, E.7</p>
5 (22 August)	Boys and literacy  <i>James Cooper</i>	<p>Hurdle Requirement: Feedback and Reporting</p> <p>Reading: Neil Bechervaise, <i>Assessment in English</i>, in Gannon et al (2009), <i>Charged with Meaning</i> 3rd ed. Sydney: Phoenix Education (available online).</p> <p>Priority Areas ATSIE: A.5, A.8; ICT: C.3, C.4; L&amp;N: D.6, D.10, D.13, D.14, D.16; SEd: E.2, E.6, E.7; NESB: F.3</p>
6 (29 August)	Internet reciprocal teaching: adapting established literacy practices to new modes of reading  <i>Chris Davis</i>	<p>Stage 6: Module B Advanced - cultivating different ways to respond to texts <b>or</b> HSC ESL (teacher choice depending on class needs)</p> <p>Reading: Stage 6 Syllabus: p.16 and pages 57-81</p> <p>Priority Areas ATSIE: A.1, A.5, C.M: B.4, B.5; ICT: C.9, C.13; L&amp;N: D.6, D.10, D.13, D.14, D.16; SEd: E.6, E.7, E.8; ESL: F.1, F.2, F.4, F.9, F.10, F.11</p>
7 (5 September)	Extension English/Draft Stage 6  <i>Chris Davis and Julie McFarland</i>	<p>Extension 1 and 2</p> <p>Reading: Stage 6 Syllabus: Extension English pg 17 and pgs 84 – 93</p> <p>Priority Areas ICT: C.5, C.8, C.9, C.10, L&amp;N: D.1, D.5, D.6, D.7, D.12</p>



8 (12 September)	<b>Assessment Task 2 due</b>  Voices from the classroom: Ex students now teaching	<p>Evaluating the course</p> <p>Support services and policies and their application in the English classroom <b>or</b> Teacher choice depending on needs of the class</p> <p>Or</p> <p>2-hour drama workshop with Carla Moore (for the group who did not attend in Week 4).</p> <p>Priority Areas ATSIE: A.10, A.11, A.12; C.M: B.3, B.9, B.10; ICT: C.9, C.14; SEd: E.8, E.9; NESB: F.1, F.2, F.10, F.11</p>
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## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
<b>Assessment 1</b> Research and classroom practice	2,500 words equivalent words	40%	1,3,5	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.6, 4.3, 5.1, 5.4	A.7, A.9, A.11 B.5, B.6 C.8, C.12, C.13, C.14 D.4, D.7, D.8, D.10, D.11, D.17, D.18, E.2, e.3, E.6, E.7, E.8 F.4, F.6, F.7	Week 4 5.00pm 15 August
<b>Assessment 2</b> Excursion planning	3,500 words	60%	2,4,5	1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 5.1,	A.1, A.4, A.6 C.7, C.8, C.10, C.11, C.12 D.1, D.2, D.3, D.4, D.5, D.7, D.8, D.10, D.11, D.12, D.18, D.19 E.2, E.3, E.4, E.6, E.7, E.8 F.4, F.5, F.6, F.7	Week 8 5.00pm 12 September
<b>Hurdle requirement</b> Assessment, Feedback and Reporting		Hurdle requirement		5.1, 5.2, 5.3, 5.4, 5.5		In class, week 5, 22 August

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the*

*authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

## Assessment 1

**Research and classroom practice      2500 words                      40%**

**Task:** Students write a depth study of teaching and learning, in ONE of the following areas:

- poetry
- Shakespearean drama
- developing skills in either reading or writing
- developing skills in either listening or speaking
- visual literacy
- spelling and grammar

Students will write a critical review (about 1500 words) of research, including appropriate references. They should refer to at least three sources.

Students will also design one detailed lesson for a class of their choice, incorporating activities for the classroom based on their research. **The lesson plan must cater for a comprehensive class that caters for ATSI students.**

### Assessment Criteria Checklist

Make sure you:

- Demonstrate the ability to apply relevant research to the English classroom.
- Demonstrate knowledge of teaching and learning strategies
- Demonstrate understanding of the need to cater to diverse learners
- Use appropriate terminology
- Choose appropriate lesson outcomes and content
- Use a lesson plan effectively, using appropriate format and providing sufficient detail
- Express yourself in clear, accessible, standard Australian English
- Support your critical review and lesson plan with a list of references indicating your research and wider reading.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6732 ENGLISH METHOD 2

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_  
Assessment Task: Research and classroom practice

SPECIFIC CRITERIA	(-) ←	→	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understands the task and its relationship to relevant areas of theory, research and practice</li> <li>• Uses key terms and concepts clearly and accurately in critical review and lesson plan</li> <li>• Clear statement of syllabus outcomes and content in lesson plan</li> <li>• Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies</li> <li>• Uses effective student group structures and other strategies to address teaching and learning goals</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Detailed lesson plan based on a concept or text relevant to the chosen class</li> <li>• Demonstrates understanding of the NSW Quality Teaching framework and the School Excellence Framework</li> </ul>			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Critical review demonstrates understanding of research and theory and is supported by appropriate references</li> <li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including ATSI students</li> <li>• Understands effective assessment practices</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Organises and structures review according to academic conventions</li> <li>• Uses lesson plan template effectively</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Writing shows an excellent command of English grammar conventions including spelling, syntax, and punctuation.</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>          			

**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.

## Assessment 2

### Planning an excursion: 3,500 words

60%

1. You are to visit, in your own time, an easily accessible public venue in Sydney (for example, The Art Gallery of NSW, The Powerhouse Museum, The Museum of Sydney, The Botanic Gardens, Taronga Park Zoo, a particular area of significance for a writer or text...) and plan an excursion for a Year 11 class. You **MUST NOT** choose a theatre excursion, nor an excursion to an event. Your excursion must be to a venue that is accessible all year round.

2. You are to link the material and ideas to be gained from this "excursion" to a unit of work **and a text** or texts suitable for Year 11 (NB: remember that *you may not include any texts that are set for HSC study in 2017*).

NB: you must **specify a text** or texts and link the excursion exhibits/experience to the purpose of the unit **and** the text.

3. First, you must write a short formal letter to the Principal, asking permission for the excursion, justifying the outing in terms of syllabus requirements (in your own words) and student learning needs, taking into account the cultural diversity of the class, and demonstrating that you have taken logistics, and safety issues into consideration. This submission should be no more than a page and written in clear, fluent English. The Principal will not want to swallow whole tracts from the syllabus.

4. Fill out the matrix grid for risk assessment. (Download from Moodle)

5. Prepare a schedule for the excursion, outlining the timing and cost of the excursion, allowing time for travel, observation and breaks. It may help to choose a particular school so that you can accurately plan travel.

6. **Use a unit planning pro forma for this assignment.** (Download from Moodle) Use the rationale to *briefly* explain the relationship between the core text and the excursion and how it **prepares students in Year 11** for the Standard, Advanced or Extension Course and for the HSC. Discuss **three** key ideas you've gained from research and outline how you've implemented them. (Rationale should be approximately 500 words).

In the lesson summary section, outline **two lessons** focused on the excursion (the excursion is not one of the lessons) and the details of the excursion ie: what you want the students to see, understand and do.

The lessons should exemplify your thinking and demonstrate how you would teach the students to relate the excursion material to their text. One lesson could be a preparation for the excursion and one should show how you intend to follow up the excursion and show students how to use the information.

6. You should design a **formative** assessment task that requires students to demonstrate knowledge of the excursion material and its relationship to their text(s).

Include all worksheets.

## **Assessment criteria checklist**

Make sure you:

- Show close knowledge of the Stage 6 syllabus
- Show close knowledge of the excursion site and exhibits
- Detail exactly which exhibits or features of the excursion site are relevant for the chosen Preliminary Stage 6 English course
- Organise activities for the students at the excursion site
- Assemble your assignment in logical order ie: the letter to the principal first, the Risk Assessment, the Schedule for the day and then the unit plan, which will include your rationale, two lesson summaries, the activities while on the excursion and a formative assessment task
- Use the correct Unit and Risk Assessment templates (available on Moodle)
- Express yourself in clear, accessible and fluent Standard Australian English

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6732 ENGLISH METHOD 2

Student Name:  
 Assessment Task: Planning an Excursion

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the Stage 6 syllabus courses and outcomes</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of academic and cultural diversity</li> <li>• Shows close knowledge of the excursion site and the exhibits</li> <li>• Designs appropriate activities and lessons focused on specific aspects of the excursion and the chosen texts</li> <li>• Designs effective assessment tasks</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners</li> <li>• Understanding of effective assessment practices</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Demonstrates ability to plan the excursion</li> <li>• Presentation of effective and engaging lesson plans</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Writes an effective letter to the principal</li> <li>• Ability to use clear, accessible Standard Australian English.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

**Date**

**Recommended:      /20      (FL PS CR DN HD)**

**Weighting:      60%**

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

## HURDLE REQUIREMENT

### FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NSPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [BOSTES](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
  - ensure anonymity by removing student names and destroying the samples at the end of the course.
  - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
  - annotate the task to indicate what worked well and what needs changing if it were to be used again
  - include the assessment criteria and/or marking scheme/rubric for each task
  - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
  - include a key for marking symbols
  - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider



where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)
  - indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

**NOTES:**

**The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.**

**If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.**

**STUDENT TEACHER**

Name:	zID:	Date:
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Details	
Method	Topic/level

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
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<p><b>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</b></p> <ul style="list-style-type: none"> <li>Has the purpose of the assessment task been described appropriately?</li> <li>Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?</li> <li>Does the marking rubric/style provide diagnostic information for the student?</li> </ul>	
<p><b>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</b></p> <ul style="list-style-type: none"> <li>Does the feedback allow the assessment to be used for formative purposes?</li> <li>Is feedback expressed in appropriate language for the age/stage of the students?</li> <li>Does the feedback                             <ul style="list-style-type: none"> <li>-acknowledge the student's areas of strength?</li> <li>-identify areas where the student needs to do more work?</li> <li>-indicate strategies to help the student improve?</li> </ul> </li> </ul>	
<p><b>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</b></p> <ul style="list-style-type: none"> <li>Is the difference between ranking and moderation understood?</li> <li>Does the student recognise the importance of following marking guides/rubrics?</li> <li>Can the student listen professionally to the opinions of others?</li> <li>Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?</li> </ul>	
<p><b>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</b></p> <ul style="list-style-type: none"> <li>Has the student analysed and evaluated the schools' global assessment data?</li> <li>Has the student collected a range of the students' past performance data?</li> <li>Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?</li> <li>Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?</li> </ul>	
<p><b>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</b></p> <ul style="list-style-type: none"> <li>Are feedback and reporting understood as separate tasks?</li> <li>Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?</li> <li>Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?</li> </ul>	

**Comments:**

Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_ Satisfactory / Unsatisfactory (circle)

## Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Research and classroom practice	Moodle	Monday 5 September
Excursion planning	Moodle	Tuesday 4 October
Hurdle requirement	Written	Monday 29 <sup>th</sup> August

## 8. RESOURCES

### Required Reading

You are advised to purchase a copy of Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English 3<sup>rd</sup> Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

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](http://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)

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

Fry, S. (2005), *The Ode Less Travelled*, U.K. Hutchison

(Sawyer, W and Gold, E (eds.) (2004). *Reviewing English in the 21<sup>st</sup> Century*. Sydney, NSW Australia: Phoenix Education Pty. Ltd.- this is an older edition of *Charged with Meaning*.)

Readings on the UNSW Moodle website

### Further Readings

Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press

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

Apple, M. & Beane, J. (Eds). (2007). *Democratic schools: Lessons in powerful education* (2<sup>nd</sup> edn.) Portsmouth, NH: Heinemann.

- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Butt, D. Etal., (2000). *Using functional grammar: an explorer's guide*. 2<sup>nd</sup> edition, NCELTR, Sydney.
- Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE
- Edwards, K (2010). Exploring an Activity-based Approach to Teaching Shakespeare in Years 9-11. *Idiom*, 46(4), 19-20.
- Eggs, s., (2004). *An Introduction to Systemic Functional Linguistics*. 2<sup>nd</sup> edition, Continuum, New York and London.
- ETA NSW, *mETaphor: Special Grammar Issue*, No 2, 2011.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Halliday, M.A.K., (2004). *Introduction to functional grammar*. 3<sup>rd</sup> edition, Edward Arnold, London.
- Harrison, Neil (2008) *Teaching and Learning in Indigenous Education*, Victoria, Australia Oxford University Press
- Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years*, 20 (1) pp20- 25
- Hattie, J. (2012) *Visible Learning for Teachers: Maximising Impact on Learning*, Routledge, NY
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Irish, T. (2011). Would you risk it for Shakespeare? A case study of using active approaches in the English classroom, *English in Education*, 45 (1), 6-19.
- Jonassen, D. (2000). *Computers as mindtools for schools: Engaging critical thinking*. Upper Saddle River, N.J.
- Lutrin, B. And Oincus, M. (2004). *The English Handbook and Study Guide*. Bercelle Books.
- Marsh, Colin (2010) *Becoming a Teacher*, Sydney, Australia: Pearson Australia
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne
- McCloud, S. (2006), *Making comics: Storytelling secrets of comics, manga and graphic novels*. New York: Harper Collins
- McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia
- Meyer, H.M. & Thomsen, L. (1999). Actively Experiencing Shakespeare: Students "Get on Their feet" for *Henry IV, Part One*. *English Journal*. 88 (5), 58-61
- Myhill, D., Lines, H. and Watson, A., 'Making Meaning with Grammar: A Repertoire of Possibilities' in *mETaphor*, Issue 2, 2011, 1-11
- O'Toole, John (2007). Teaching Shakespeare: Why Shakespeare Still Matters in School. *Teacher: The National Education Magazine*, October, 46-49.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Polette, Keith (2012). *Teaching Grammar Through Writing* (2<sup>nd</sup> ed.) Pearson Education, Inc.
- Shoemaker, B. (2013). To Read or Not to Read: Five Approaches to teaching Shakespeare. *English Journal*. 102 (4), 111-114
- Watson, K. (Ed) (2010) *Introducing Shakespeare*. Sydney: Phoenix Education.
- Wells, K (2010) Australian slang – A story of Australian English <http://www.australia.gov.au/about-australia/australian-story/austn-slang>
- Wiggins, G and McTighe, J (1998) *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)
- Wilhelm, Jeffrey D. (2008). "You Gotta BE the Book": *Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Pres

### ***Professional websites for English teachers***

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

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

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

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

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the BOS (or BOSTES) website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.

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

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

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

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

[www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm](http://www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm)

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

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

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

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

This is the Australian Curriculum site.

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

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

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

The Association of Independent Schools

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

The Catholic Education Office

## **PROFESSIONAL ASSOCIATIONS**

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

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

Tel 9572 6900

Email [admin@englishteacher.com.au](mailto: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](mailto: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](mailto:office@alea.edu.au)