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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
EDST 6734 EAL/D Method 2 (6 units of credit)
Semester 2 2015

2. STAFF CONTACT DETAILS
Course Coordinator: Margaret Turnbull
Office Location: John Goodsell 132
Email: Margaret.Turnbull@det.nsw.edu.au
Availability: Please email

3. COURSE DETAILS
<table>
<thead>
<tr>
<th>Course Name</th>
<th>EAL/D Method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Wednesday 17-18.00 JG 119 Weeks 1 - 8</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Wednesday 18-20.00 JG 119 Weeks 1 - 8</td>
</tr>
</tbody>
</table>

Summary of Course
This course continues the preparation of students for the teaching of English as an Additional Language or Dialect in secondary schools in NSW. They will continue to develop knowledge and understanding of strategies and EAL/D pedagogy to meet the language needs of EAL/D learners in a secondary school context.

Aims of the Course
This course aims to:
- prepare students for teaching English as an Additional Language or Dialect by developing their knowledge of the Stage 6 English (ESL) syllabus and planning units of work
- develop students’ understanding and use of assessment for learning in the EAL/D classroom

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
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<tr>
<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>1/2</td>
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<tr>
<td>5</td>
<td>1</td>
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<tr>
<td>6</td>
<td>2</td>
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<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>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>1.3</td>
<td>1,2</td>
</tr>
<tr>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>2.1</td>
<td>1,2</td>
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<tr>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>2.3</td>
<td>1,2</td>
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<tr>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>2</td>
</tr>
<tr>
<td>2.6</td>
<td>2</td>
</tr>
<tr>
<td>3.2</td>
<td>2</td>
</tr>
<tr>
<td>3.6</td>
<td>2</td>
</tr>
<tr>
<td>5.1</td>
<td>1,2</td>
</tr>
</tbody>
</table>
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning 1

5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice 1

**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>2, 4, 5, 6, 7, 8, 11, 12 2</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14 1 and 2</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19 1 and 2</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9 2</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English Speaking Backgrounds</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 1 and 2</td>
</tr>
</tbody>
</table>

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

Students need to understand the NSW Board of Studies English (ESL) syllabus in order to teach it effectively. In addition they need to develop skills in assessment for learning, including backward mapping a unit of work, designed in assessment strategies and feedback to students. They need to develop their EAL/D pedagogical knowledge to create a range of teaching strategies. They are also required to develop their use of ICT as part of their range of strategies to support EAL/D learners and to develop engaging lesson activities. All of this needs to be taught in a practical hands on environment in which students are given explicit modelling and opportunities to work collaboratively in a supportive environment to develop understanding and skills. Students should also feel comfortable to discuss, question and reflect critically on their own teaching experiences.
5. TEACHING STRATEGIES

- Student–centred activities and opportunities for critical and reflective engagement and methodology and philosophy of EAL/D teaching will form the basis of this course.
- Lectures will explicitly teach EAL/D pedagogy and model teaching strategies.
- Opportunities for hands on use of technology and accessing resources online will allow students to become confident users of ICT.
- Online learning from readings on the Moodle website and relevant websites.

6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (27-31 July)</td>
<td>Designing an EAL/D Program in secondary schools: Factors to consider</td>
<td>Students use the ESL Scales and ACARA progressions to identify ESL needs and plan for language development.</td>
</tr>
<tr>
<td>2 (3-7 August)</td>
<td>The role of the EALD teacher. Team teaching. Working with EALD students across the curriculum.</td>
<td>Students analyse the roles of the EALD teacher and advantages and disadvantages of different models of organisation.</td>
</tr>
<tr>
<td>3 (10-14 August)</td>
<td>Assessing students' written language development and the implications for teaching</td>
<td>Students work in groups on designing assessment for learning tasks and feedback Practise learning for assessment by developing an assessment task</td>
</tr>
<tr>
<td>4 (17-21 August)</td>
<td>Assessing students' oral language development and the implications for teaching</td>
<td>Students work in groups on designing assessment for learning tasks and feedback Practise learning for assessment by developing an assessment task</td>
</tr>
<tr>
<td>5 (24-28 August)</td>
<td>Teaching Stage 6 English (ESL) courses: Guest Lecturer: tba</td>
<td>Assignment 1 due Planning a unit of work for Stage 6 English (ESL)</td>
</tr>
<tr>
<td></td>
<td>Strategies for teaching speaking and listening for Stage 6 EAL/D students</td>
<td>Creating listening activities using a variety of resources</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>6</td>
<td>(31 August-4 September)</td>
<td></td>
</tr>
</tbody>
</table>
| 7  | Scaffolding academic reading and writing for Stage 6 EAL/D students  
Guest lecturer: tba | Modelling and scaffolding academic reading and writing |
| 8  | (14-18 September) | Making the most of community resources  
Dealing with parents in L1  
Assignment 2 due |
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 Area Elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Assessment for Learning</td>
<td>2000 words</td>
<td>40%</td>
<td>4,5,8</td>
<td>A 2, 4, 8, 11</td>
<td>D. 1, 2, 3, F. 1, 3, 5, 6, 7, 9, 11</td>
<td>23/8/15</td>
</tr>
<tr>
<td>Assessment 2 Unit of work</td>
<td>3000 words</td>
<td>60%</td>
<td>1,2,3,4,6,7,9, 10</td>
<td>1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 5.1</td>
<td>C. 4, 5, 7, 8, E. 2, 3, 6, 9, F. 1, 4, 6, 7, 8</td>
<td>21/9/15</td>
</tr>
<tr>
<td>Hurdle requirement Assessment, Feedback and Reporting</td>
<td>Hurdle requirement</td>
<td></td>
<td>5.1, 5.2, 5.3, 5.4, 5.5</td>
<td>D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19</td>
<td>E. 2, 3, 6, 9, F. 3, 4, 5, 6, 7</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1 - Assessment for EAL/D Learning details

PART ONE

- Briefly describe the teaching focus of a unit of work in Year 11 ESL English. (100 words)
- Create an assessment task that directly links to the teaching focus and is set out and expressed clearly for an EAL/D student, include KLA Outcomes; a description of the task; assessment criteria; due date; weighting and moderation approaches
- Provide evidence of scaffolding for this task
- Create set of rubrics table (not included in word count)
- Create a feedback sheet (not included in word count)

PART TWO

- Assess one Year 11 student work sample (from the assessment bank given) and annotate it with approximately 6 relevant pointers from the ESL Scales writing strand.
- Create a student profile using the pro-forma (Gibbons page 122) in which you:
  1. Identify what the student can do based on evidence from their writing
  2. Identify the level you believe the student is performing at from the ESL Scales
  3. Explain what areas you would focus on for future teaching with the student
  4. Provide justification for your approach using ESL pedagogy.
- Write an analysis of what strategies you (as the teacher) would use to improve this student’s writing.
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET**

**EDST6734 EAL/D METHOD**

Student Name:              Student No.:

Assessment Task 1: Assessment for Learning

### SPECIFIC CRITERIA

<table>
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<tr>
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<th>(-)</th>
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</table>

**Understanding of the question or issue and the key concepts involved**
- Design an assessment task which effectively assesses the mode of writing, with clear links to the teaching focus of the unit of work.
- Design marking guidelines which provide effective and relevant feedback and clearly link to the assessment.

**Depth of analysis and/or critique in response to the task**
- Effectively assess the student's language strengths using the ESL Scales.
- Effectively create a student profile using a genre framework which identifies what the student can do, based on evidence from the piece of writing.
- Provide explicit information about what you, as the teacher, need to plan next to move the student forward in writing.

**Familiarity with and relevance of professional and/or research literature used to support response**
- Effectively justify the teaching strategies to be used in further teaching by referring to EAL/D pedagogy.

**Structure and organisation or response**
- Create an assessment task which has marking criteria, KLA Outcomes, weighting and date
- Provide inbuilt scaffolding in the task notice through the use of clear instructions, explanation and layout.

**Presentation of response according to appropriate academic and linguistic conventions**
- Write in clear and good English.
- Make clear and appropriate reference to course readings.

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer        Date

Recommended: /20 (FL PS CR DN HD)  Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Assessment 2: Approx. 3,000 words Due 21/9/15 midnight

1. Unit of Work
   - Design a unit of work for a Stage 6 English (ESL) Year 11 class which contains students ranging from Level 4 to Level 5 on the Scales.
   - The Area of Study unit must include a study of ONE core text such as a film or a novel and ONE related text such as a short story, a poem, a feature article, a poster, a song or a website. The chosen texts should illustrate aspects of the concept of the Area of Study.
   - Suggested Areas of Study could be: Belonging OR Journeys
   - The unit should cover a five-week unit of work, which is 15 x 60-minute lessons.
   - Include 4 sample activities (worksheets) which move the students along the Mode Continuum, in their Zone of Proximal Development.
   - One activity must include the use of ICT.
   - One activity must demonstrate an awareness of Aboriginal and Torres Straight Islanders. That is, an awareness of their diverse language needs and the impact of their cultural background on identity.
   - Ensure you include comprehensible input and message abundancy with visuals and ‘hands on’ activities.
   - Ensure you use the EAL/D teaching sequence-controlled, guided and independent phases and EAL/D teaching strategies which are interactive and explicit.

Use the standard format for programs. This should include:

- A cover page which identifies the core concepts, English Syllabus Outcomes and EAL/D Scales language outcomes
- An assessment task with marking criteria
- A summary (visual representation) of the language demands of the unit which backward maps how the skills and knowledge required for the assessment are to be taught
- The teaching and learning activities that will be taught during the 15 x 60 minute lessons (5 weeks)
- The English syllabus outcomes and EAL/D Scales pointers; EAL/D pedagogy used and resources used during these activities.

2. Evidence of ability to direct students to complete an activity
   - Choose one activity that the students are to do in this program.
   - Write approx. 100 words to describe your teacher talk as you introduce the activity and give instructions to the students.

3. Evidence of awareness of strategies to evaluate teaching programs
   - Write an approx. 100 word statement outlining the strategies you would use to review and modify this teaching program to improve student learning after it has been taught.
### Specific Criteria

#### Understanding of the question or issue and the key concepts involved
- Demonstrate an ability to identify the core/big ideas in the relevant unit of work and explicitly plan to teach those ideas.
- Demonstrates an ability to design an assessment for a unit of work and backward map activities which support EAL/D students to achieve the outcomes of the assessment.

#### Depth of analysis and/or critique in response to the task
- Demonstrate knowledge and understanding of the importance of activating prior knowledge and creating a high challenge classroom which engages EAL/D students.
- Demonstrate knowledge and understanding of macro-scaffolding in spoken, visual, reading and written form.
- Demonstrate an ability to carefully sequence these strategies in a program so students are moving along the mode continuum and using the EAL/D teaching sequence.
- Include 4 sample activities (worksheets) to move the students along the Mode Continuum, in their ZPG, with one activity including use of ICT.
- Demonstrate a capacity to organise classroom activities and provide clear directions.
- Demonstrate an awareness of strategies that can be used to evaluate teaching programs to improve student learning.

#### Familiarity with and relevance of professional and/or research literature used to support response
- Demonstrate awareness of the NSW BOSTES Stage 6 English (ESL) Syllabus.
- Effectively justify the teaching strategies to be used in further teaching by referring to EAL/D pedagogy.

#### Structure and organisation or response
- Demonstrate an ability to present the unit of work and cover page in the appropriate format identifying core ideas, relevant outcomes and pointers.
- Demonstrate an ability to design a visual representation of the language demands of the unit.

#### Presentation of response according to appropriate academic and linguistic conventions
- Demonstrate an ability to describe clearly and in good English the sequence of learning activities.

### General Comments/Recommendations for Next Time

---

**Lecturer**

**Date**

**Recommended:** 18/20  (FL  PS  CR  DN  HD)  **Weighting:**  60%

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

A collection of five or six authentic student responses to at least 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 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.
## Assessment, Feedback and Reporting

<table>
<thead>
<tr>
<th>AITSL Standard 5</th>
<th>Assess, provide feedback and report on student learning</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has the purpose of the assessment task been described appropriately?</td>
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<tr>
<td>• Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?</td>
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<tr>
<td>• Does the marking rubric/style provide diagnostic information for the student?</td>
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</tr>
<tr>
<td><strong>B.</strong> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</td>
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<tr>
<td>• Does the feedback allow the assessment to be used for formative purposes?</td>
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<tr>
<td>• Is feedback expressed in appropriate language for the age/stage of the students?</td>
<td></td>
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<tr>
<td>• Does the feedback</td>
<td></td>
<td></td>
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<tr>
<td>- acknowledge the student's areas of strength?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- identify areas where the student needs to do more work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- indicate strategies to help the student improve?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</td>
<td></td>
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<tr>
<td>• Is the difference between ranking and moderation understood?</td>
<td></td>
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<tr>
<td>• Does the student recognise the importance of following marking guides/rubrics?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Can the student listen professionally to the opinions of others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?</td>
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</tr>
<tr>
<td><strong>D.</strong> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</td>
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<td></td>
</tr>
<tr>
<td>• Has the student analysed and evaluated the schools’ global assessment data?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has the student collected a range of the students’ past performance data?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Are feedback and reporting understood as separate tasks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

**Lecturer:**

**Date:**

Satisfactory / Unsatisfactory (circle)
8. RESOURCES

Required Readings
Gibbons, P. (2009), English Learner’s Academic Literacy and Thinking in the Challenge Zone, Heinemann.
NSW DET (2003) Quality Teaching in NSW Public Schools, Sydney, NSW.

NSW Board of Studies Website: http://boardofstudies.nsw.edu.au
The NSW Board of Studies website contains NSW syllabuses and external examinations as well as information on assessment plus updates on changes to curriculum and assessment links to related sites and a bookshop where support materials for syllabus and assessment can be downloaded or purchased.

NSW Department of Education and Communities website.
This curriculum support website includes English units written for EAL/D learners that model EAL/D pedagogy.

Further Readings
Attwood, B. (2005), Telling the truth about Aboriginal history. All and Unwin, Crows Nest.
Henderson, R. (2012) Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia

http://www.atesolnsw.org/
The Association of Teachers of English as a Second Language NSW website has units of work online and professional information.
http://www.interactivewhiteboard.net.au This provides training modules in the use of the interactive whiteboard.