



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6734**  
**EAL/D Method 2**

**Semester 2, 2017**

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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 6734 EAL/D Method 2 (6 units of credit)  
Semester 2 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson  
Office Location: John Goodsell 130  
Email: [h.pearson@unsw.edu.au](mailto:h.pearson@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	EAL/D 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.	
<b>Schedule</b>		
Lecture	Thu 13 (w1-8, John Goodsell 119)	Weeks 1-8
Tutorial/s	Thu 14-16 (w1-8, John Goodsell 119)	Weeks 1-8

### **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.

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

- Allowing more time in tutorials for practical group activities relating to lesson planning, resources and assessment

### **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 will result in failure**.

**Student Learning Outcomes**

Outcome		Assessment/s
1	Identify essential elements of the NES A Stage 6 English EALD Syllabus, and strategies to support students as they transition between Preliminary and HSC courses	1
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	2
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Stage 6 EALD English	2
4	Provide clear directions to organise and support prepared activities and use resources	1, 2
5	Assess and report on student learning in Stage 6 English EALD to all key stakeholders	1, HR
6	Identify the characteristics of an effective EAL/D teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	HR

**AITSL Professional Graduate Teaching Standards**

Standard		Assessment/s
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
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	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	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	
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1,2
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***

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

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

Students need to understand the NES 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

Week	Lecture Topic	Tutorial Topic
2 1 August	Designing EAL/D Programs in Stage 6: Factors to consider to enhance your role as an EAL/D teacher	<ul style="list-style-type: none"> <li>• PE1 experiences</li> <li>• Needs analysis: Using the ESL Scales and ACARA progressions to identify EAL/D needs and plan strategies for language development at Stage 6 with a class with mixed language levels.</li> <li>• Planning to implement Stage 6 EAL/D English EAL/D syllabus (Guest Presenter: Helen Anaxagorou, Beverley Hills Girls High School)</li> </ul>
3 8 August	Programming across Stage 6 English EAL/D course Designing an effective scope and sequence	
4 17 August	Assessing students' academic written and language development and the implications for teaching	Planning and creating academic writing and reading activities for Stage 6 using a variety of resources <b>Assignment 1 due 23 August</b>
5 24 August	Strategies for teaching and assessing academic speaking and listening for Stage 6 EAL/D students	Creating engaging listening activities using a variety of resources
6 31 August	Designing a unit of work for Stage 6 Preliminary	Designing a unit of work for Year 12
7 7 September	Making the most of community and on-line resources Dealing with parents in L1 Continuing Professional Development	Hurdle Requirement  MyExperience course evaluation <b>Assignment 2 due September 12</b>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Assessment for Learning	2000 words	40%	1, 4, 5	1.3, 2.1, 2.3, 5.1, 5.3, 5.4	A 2, 4, 8, 11 D. 1, 2, 3 F. 1,3, 5, 6, 7, 9, 11	23 August 5pm
Assessment 2 Unit of work	3000 words equivalent	60%	2, 3, 4	1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 5.1	C. 4, 5, 7, 8 E. 2, 3, 6, 9 F. 1, 4, 6, 7, 8	12 September 5pm
Hurdle requirement Assessment, Feedback and Reporting	S/U	Hurdle requirement	5, 6	5.1, 5.2, 5.3, 5.4, 5.5	D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19 E. 2, 3, 6, 9 F. 3, 4, 5, 6, 7	8 August in class

*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. Student 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 - Assessment for EAL/D Learning details**    Approx. 2,000 words

**PART ONE**

- Briefly describe your teaching focus for a unit of work in Year 11 Preliminary EALD English (Module B Close Study Text) using the 2017 syllabus. As there are no prescribed texts in Year 11, base your task on Rosanne Hawke's (2016) novel *Dear Pakistan*.
- Below are links to the syllabus and teacher notes for this text on the author's website  
[http://syllabus.nesa.nsw.edu.au/assets/eal\\_d/english-eald-stage-6-syllabus-2017.pdf](http://syllabus.nesa.nsw.edu.au/assets/eal_d/english-eald-stage-6-syllabus-2017.pdf)  
[http://www.rosannehawke.com/res/upload/TeachingNotes\\_Deepakistan.pdf](http://www.rosannehawke.com/res/upload/TeachingNotes_Deepakistan.pdf)
- Create an assessment task that directly links to the outcomes and learning intentions for the unit and is set out and expressed clearly for an EALD student. Include outcomes; a description of the task; assessment criteria; due date; weighting and moderation approaches
- Provide evidence of teaching scaffolding and differentiation to prepare students for this task
- Create a rubric table which is not holistic (not included in word count)
- Create a feedback sheet (not included in word count)

**PART TWO**

- Provide an exemplar answer for the task and annotate it with approximately 6 relevant pointers which draw attention to important features of the text.
- Create one lesson plan suitable for year 11 which focuses on one of the features highlighted above. Don't forget to include literacy skills as well as literary study of the text.



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6734 EAL/D METHOD

Student Name:

Student No.:

Assessment Task 1: Assessment for Learning

SPECIFIC CRITERIA	(+) —————>————— (-)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Design an assessment task which effectively assesses the mode of writing, with clear links to the teaching focus of the unit of work.</li> <li>• Design marking guidelines which provide effective and relevant feedback and clearly link to the assessment.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Effectively create a response to use as a model for student responses</li> <li>• Effectively annotate model to identify critical features for the task</li> <li>• Lesson plan provides scaffolding for one critical feature.</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>• Effectively plan EALD pedagogy and teaching strategies.</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Create an assessment task which has marking criteria, Outcomes</li> <li>• Create an effective analytic rubric</li> <li>• Provide inbuilt scaffolding in the task notice through the use of clear instructions, explanation and layout.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Write in clear and good English</li> <li>• Make clear and appropriate reference to course readings.</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: Approx. 3,000 words

### 1. Unit of Work

- Design a unit of work for a Stage 6 EALD English Year 12 class which contains students ranging from Level 5 to Level 6 on the Scales.
- The unit of work must be based on Jane Harrison's play *Rainbow's End* which is contained in the text *Contemporary Indigenous Plays* by Cleven, V. et al. The unit should cover a five-week unit of work, ie 15 x 60-minute lessons, although you only indicate content for the lessons ie do not include lesson plans.
- Include 4 sample activities (may be worksheets) to 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 (could be a 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.
- The English EALD (2017) 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** from the four included in section 1 above.
- Write approx. 100 words presenting 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.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6734 EAL/D METHOD

Student Name:

Student No.:

Assessment Task 2: Unit of Work

SPECIFIC CRITERIA	(+)	→	→	→	(-)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrate an ability to identify the core/big/thematic ideas in the relevant unit of work and explicitly plan to teach those ideas.</li> <li>• 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.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the importance of activating prior knowledge and creating a high challenge classroom which engages EAL/D students.</li> <li>• Demonstrate knowledge and understanding of macro-scaffolding in spoken, visual, reading and written form.</li> <li>• 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.</li> <li>• Include 4 sample activities (worksheets) to move the students along the Mode Continuum, in their ZPG, with one activity including use of ICT.</li> <li>• Demonstrate a capacity to organise classroom activities and provide clear directions.</li> <li>• Demonstrate an awareness of strategies that can be used to evaluate teaching programs to improve student learning.</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>• Demonstrate awareness of the 2017 NESA Stage 6 English EALD Syllabus.</li> <li>• Effectively justify the teaching strategies to be used in further teaching by referring to EAL/D pedagogy.</li> </ul>					
<b>Structure and organisation or response</b> <ul style="list-style-type: none"> <li>• Demonstrate an ability to present the unit of work and cover page in the appropriate format identifying core ideas, relevant outcomes and pointers.</li> <li>• Demonstrate an ability to succinctly outline the language demands of the unit.</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Demonstrate an ability to describe clearly and in good English the sequence of learning activities.</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 [NESA](#) 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.**



STUDENT TEACHER		
Name:	zID:	Date:
Details		
Method	Topic/level	
<b>AITSL Standard 5</b> <b>Assess, provide feedback and report on student learning</b>		<b>Comments</b>
<b>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</b> <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>		
<b>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</b> <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>		
<b>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</b> <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>		
<b>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</b> <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>		
<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> <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>		
<b>Comments:</b>		

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

## 8. RESOURCES

### **Required Readings**

Gibbons, P. (2009), *English Learners Academic Literacy and Thinking in the Challenge Zone*, Heinemann.

ESL Scales (1994) Curriculum Corporation, 1994

Hawke, R. (2016). *Dear Pakistan*, Rhiza Press ISBN: 9781925139549

Harrison, Jane, Rainbow's End from Cleven, Vivienne et al, Contemporary Indigenous Plays, Currency Press, 2007, ISBN: 9780868197951 (d)

ACARA EAL/D Teacher Resource

[http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)

NESA Website

[https://syllabus.nesa.nsw.edu.au/assets/eal\\_d/english-eald-stage-6-syllabus-2017.pdf](https://syllabus.nesa.nsw.edu.au/assets/eal_d/english-eald-stage-6-syllabus-2017.pdf)

The NESA website contains links to NSW syllabuses and external examination advice 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.

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

This curriculum support website includes English units written for EAL/D learners that model EAL/D pedagogy.

### **NESA ESL Standards Materials 2015**

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/stds-matl/english-esl-sm.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/stds-matl/english-esl-sm.html)

### **Further Readings**

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

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

Dufficy, P. (2003) *Designing learning for Diverse Classrooms*, PETA, NSW 2003

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.

Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.

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

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.

<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.