School of Education

EDST6734
EAL/D Method 2

Term 2, 2019
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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 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)
Term 2, 2019

2. STAFF CONTACT DETAILS
Course Coordinator(s): To be confirmed
Email: To be confirmed
Availability: Please email to arrange an appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>EAL/D Method 2</th>
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</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><a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a></td>
</tr>
</tbody>
</table>

SUMMARY OF THE 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 AS A RESULT OF STUDENT FEEDBACK

- The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.
### STUDENT LEARNING OUTCOMES

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<thead>
<tr>
<th>Outcome</th>
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<td>5</td>
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<td>6</td>
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### AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>1.1.1</td>
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<td>1.2.1</td>
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<td>1.3.1</td>
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<tr>
<td>1.5.1</td>
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<td>2.1.1</td>
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<td>3.2.1</td>
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<td>3.4.1</td>
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<td>3.6.1</td>
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<td>4.2.1</td>
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<td>5.1.1</td>
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<td>5.2.1</td>
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<tr>
<td>5.3.1</td>
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<tr>
<td>5.4.1</td>
</tr>
</tbody>
</table>
5.5.1 Report on student achievement

6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

7.1.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Codes of Ethics and Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>5, 8</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td></td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>4, 5, 8, 12</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English-Speaking Backgrounds</td>
<td>6, 7</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the NESA English (EAL/D) 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>Module</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1 (24 hours eq. lecture/tutorial time) | On-line assessment module  
- Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching  
- Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders. | Critically describe the role of assessment in ensuring effective learning and teaching;  
evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching  
apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.  
Content of this module will be assessed during the Hurdle Requirement in Module 7 |
| 2 | Designing an EAL/D Program in Stage 6: Factors to consider | Needs analysis  
Students use the ESL Scales and ACARA progressions to identify EAL/D needs and plan strategies for language development. Evaluating Stage 6 EAL/D Scope and Sequences |
| 3 | Teaching Stage 6 English EALD course: Guest Lecturer: Helen Anaxagorou (Beverley Hills Girls High School) | Designing a cohesive EAL/D Program  
Program evaluation |
| 4 | Assessing students' written and oral language development and the implications for teaching | Building oral and written language through listening and reading  
Planning assessment for learning |
| 5 | Strategies for teaching speaking and listening for Stage 6 EAL/D students | Creating engaging listening activities using a variety of resources |
| 6 | Designing a unit of work for Stage 6 | Balancing modes of learning in Stage 6 |
| 7 | Scaffolding academic listening, reading and writing for Stage 6 EAL/D students  
On-line course evaluation | Hurdle Requirement as class activity  
- Assessment and learning  
- Self and peer assessment  
- Moderation  
- Feedback  
- Reporting to parents and other key stakeholders.  
Goals for PE2 |
7. RESOURCES

**Required Readings**


ACARA EAL/D Teacher Resource

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW.

NESA Website: http://.boardofstudies.nsw.edu.au

The NESA 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.

**NESA ESL Standards Materials 2015**
https://arc.nesa.nsw.edu.au

**NESA ESL Stage 6 Syllabus**

**Further Readings**


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


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.
## 8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>Program Learning Outcomes Assessed</th>
<th>National Priority Area Elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>2,000 words equivalent</td>
<td>40%</td>
<td>1, 2, 3, 4, 5</td>
<td>1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1</td>
<td>D.1, 4, 7, 8, 11, 19 E.7 F.9</td>
<td>Wednesday 7th August By 5.00pm</td>
</tr>
<tr>
<td>Scope and sequence and one assessment task for one term: Preliminary</td>
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</tr>
<tr>
<td>Assessment 2</td>
<td>3,000 words equivalent</td>
<td>60%</td>
<td>1, 2, 3, 4, 5</td>
<td>1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1</td>
<td>A.5. 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9</td>
<td>Tuesday 3rd September By 5.00pm</td>
</tr>
<tr>
<td>Unit of work for Year 12</td>
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<tr>
<td>Assessment 3</td>
<td>In class</td>
<td></td>
<td>Hurdle requirement</td>
<td>5, 6</td>
<td>D.9, 13, 14, 16 E.6</td>
<td>Friday 23rd August By 5.00pm</td>
</tr>
<tr>
<td>Hurdle requirement Assessment, Feedback and Reporting</td>
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**Submission of assessments**

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 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. [https://education.arts.unsw.edu.au/students/courses/course-outlines/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)
Assessment Details

Assessment 1 (2000 wd eq, 40%)

**PART 1**: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

**PART 2**: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the term's work. Your scope and sequence must indicate when the task will occur and how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.
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. NAPLAN, 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.

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 NESA 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 Name:  
Student No.:  
Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
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<tbody>
<tr>
<td><strong>Understanding of the question or issue and the key concepts involved</strong></td>
<td></td>
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<tr>
<td>• Understands the task and its relationship to relevant areas of theory, research and practice</td>
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<tr>
<td>• Uses syllabus documents and terminology clearly and accurately</td>
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<tr>
<td>• Sequences tasks and activities to suit logical learning progression</td>
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<tr>
<td>• Integrates assessment task logically with learning intentions and learning sequence</td>
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<tr>
<td>• Provides effective formative feedback for student sample</td>
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<table>
<thead>
<tr>
<th>Depth of analysis in response to the task</th>
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<tbody>
<tr>
<td>• Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary</td>
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<tr>
<td>• Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines</td>
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<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response</th>
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<tbody>
<tr>
<td>• Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students</td>
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<tr>
<td>• Understands effective assessment practices</td>
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<table>
<thead>
<tr>
<th>Structure and organisation of response</th>
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<tbody>
<tr>
<td>• Organises and structures scope and sequence according to NESA guidelines and requirements</td>
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<tr>
<td>• Follows NESA assessment guidelines</td>
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<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions</th>
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<tbody>
<tr>
<td>• Shows excellent command of English grammar conventions including spelling, syntax, and punctuation</td>
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**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
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</table>

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 Task 2: Planning a unit of work including formative assessment strategies

#### SPECIFIC CRITERIA

**Understanding of the question or issue and the key concepts involved**
- Demonstrates knowledge of selected Stage 6 course and syllabus outcomes
- Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12
- Integrates formative assessment strategies throughout the unit of work

**Depth of evidence in response to the task**
- Demonstrates understanding of academic and cultural diversity
- Includes a variety of pedagogical strategies to suit content of the Stage 6 course
- Designs appropriate activities and outlines lessons in sufficient detail without providing full plans
- Provides effective feedback opportunities to inform students of their progress

**Familiarity with and relevance of professional and/or research literature used to support response**
- Demonstrates understanding of the need to differentiate lessons to cater for diverse learners
- Understanding of a range of effective assessment practices

**Structure and organisation of response**
- Demonstrates ability to plan using backward mapping to meet selected outcomes
- Presentation of effective and engaging learning sequence

**Presentation of response according to appropriate academic and linguistic conventions**
- Writes using correct Standard Australian English
- Has proofread and edited work to avoid typos and incorrect usage.

#### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

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**Lecturer**

**Recommended: /20**

**Date**

**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.**
### AITSL Standard 5
Assess, provide feedback and report on student learning

#### A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)
- Has the purpose of the assessment task been described appropriately?
- Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?
- Does the marking rubric/style provide diagnostic information for the student?

#### B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)
- Does the feedback allow the assessment to be used for formative purposes?
- Is feedback expressed in appropriate language for the age/stage of the students?
- Does the feedback - acknowledge the student's areas of strength?  
  - identify areas where the student needs to do more work?  
  - indicate strategies to help the student improve?

#### C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)
- Is the difference between ranking and moderation understood?
- Does the student recognise the importance of following marking guides/rubrics?
- Can the student listen professionally to the opinions of others?
- Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?

#### D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)
- Has the student analysed and evaluated the schools' global assessment data?
- Has the student collected a range of the students' past performance data?
- Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?
- Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?

#### 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)
- Are feedback and reporting understood as separate tasks?
- Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?
- Has the student provided evidence that the Assessment Resource Centre (NESA) has been used to provide appropriate A, B, C, D, E grades?