



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

Arts & Social  
Sciences

School of Education

EDST6747

Aboriginal (Indigenous) Studies 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 6747 Aboriginal Studies Method 2 (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Linda Holloway  
Email: [l.holloway@unsw.edu.au](mailto:l.holloway@unsw.edu.au)  
Phone: Given in lecture  
Availability: Via email

## 3. COURSE DETAILS

<b>Course Name</b>	Aboriginal (Indigenous) Studies Method 2
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	Friday 2-5pm Matraville Sports High School Cnr Anzac Parade and Franklin Street, Chifley Entry via Franklin Street carpark – Administration to sign in – Room 27
School Observations	2.00-3.00pm
Lecture	3.00-4.00pm (Wk 1-8)
Tutorial	4.00-5.00pm (wk 1-8)

### **Summary of Course**

Continuing from EDST 6717 this course looks further into the Stage 6 Aboriginal Studies course content, structure and programming and implementation as well as key issues that impact on them. Students will develop skills that will form a culturally appropriate pathway for teaching Aboriginal Studies to both Aboriginal and non-Aboriginal students, linking with Aboriginal communities and organisations as well as offering an insight into Aboriginal culture and history.

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

- *Students have evaluated this course highly for Semester 1 in 2014 and 2015 so little modification was required.*

### **Aims of the Course**

EDST 6747, Aboriginal Studies Method 2 aims to prepare pre-service teachers in the theory and practice of teaching the Aboriginal Studies course in Stage 6 in secondary schools. This involves developing:

- knowledge and understanding of the current philosophy and practice of Aboriginal Studies teaching in Stage 6 of the secondary schools
- knowledge and understanding of current NSW Board of Studies (BOS) syllabuses and support documents for Stage 6 Aboriginal Studies

- knowledge and awareness of the classroom implications of the Department of Education and Training (DET) “Discussion Paper”, Quality Teaching in NSW Public Schools.
- awareness of Department of Education and Training (DET) policies in Aboriginal Studies.

### **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 Demonstrate knowledge and understanding of the NSW Board of Studies Aboriginal Studies Syllabuses and various Department of Education policies, particularly those relating to Literacy ICT, Aboriginal Education and Cultural Diversity	1, 2
2 Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes	1, 2
3 Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning	1, 2
4 Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT	2
5 Use the internet and web-based Learning Management Systems to deliver curriculum to students	
6 Plan for and implement a range of literacy strategies to meet the needs of all students	1, 2
7 Discuss classroom strategies that recognise student’ different approaches to learning	1, 2
8 Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Educational Needs, Non-English Speaking Background students, Students with Challenging Behaviours	1, 2
9 Develop appropriate and engaging resources for the Aboriginal Studies classroom that take into account students’ skills, interest and prior achievements and that respect the social, ethnic and religious backgrounds of students	1, 2
10 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
11 Recognise a range of professional organizations that can contribute to the on-going professional development of Aboriginal Studies	2

12	Investigate the NSW Institute of Teachers' standards for Graduate teachers
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**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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
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	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 content and teaching strategies of the teaching area	1, 2
2.2	Organise content into an effective learning and teaching sequence	1
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	1, 2
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	
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	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	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	2
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	

4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1

### **National Priority Area Elaborations**

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

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

“Adults involved in Aboriginal students' education must examine their own beliefs and mindsets and consciously work to create and implement classroom and community practices where all children can be strong and smart. This means high expectations for all students, and adults with the belief and the capacity to make a difference by creating Stronger Smarter school cultures”.

*Sarra, C, (2010). Stronger Smarter Approaches to Indigenous Leadership in Education in Australia.*

This semester students will continue unpacking the Stage 6 Aboriginal Studies course, and teaching in general, as well as spending time reflecting on their own educational beliefs. They will have opportunities to speak with community members and Aboriginal support staff in schools to embrace the important role these people play in a school environment.

## 5. TEACHING STRATEGIES

- Student-centred activities will form the basis of the course
- Structured occasions for reflection of learning, such as the use of Learning Journals, to allow students to reflect critically on and improve teaching practice
- Explicit teaching to demonstrate and understand the different approaches to learning and a range of teaching strategies to engage and support learning
- Cooperative learning to understand the importance of collaborative work
- Extensive opportunity for dialogue and discussion, allowing the opportunity to demonstrate understanding of the content and improve communication skills
- Online learning from readings on Moodle
- Peer teaching in a real classroom setting
- Opportunities to engage in professional dialogue with all personnel in the school environment
- 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 (25-29 July)	Understanding the Stage 6 Aboriginal Studies Syllabus – HSC <b>NPAE: A1-3/8, B5, D1/5/12</b>	Programming for the Stage 6 Aboriginal Studies syllabus - HSC
2 (1-5 August)	Teaching perspective: Research and Inquiry Method -The Major Project <b>NPAE: A5/8/12, B1/5, C2/6/9/18, D12</b>	Undertaking community consultation and fieldwork Major Project Student Handbook
3 (8-12 August)	Teaching perspective: Social Justice and Human Rights topics 1. Health 2. Education 3. Housing 4. Employment 5. Criminal Justice 6. Economic Independence <b>NPAE: A1-4/8/10, B1/5/10, D8</b>	Reflective Oral Report <b>Assessment 1 Due</b>
4 (15-19 August)	Teaching Perspective: Unpacking the HSC Aboriginal Studies exam <b>NPAE: A5/8, B1/5, C2/7, D8/12/18, E2, F3</b>	Assessment and Exam Construction
5 (22-26 August)	Teaching perspective: Specific strategies for engaging all students in the Aboriginal Studies classroom <b>NPAE: A4/8-9, B1-2/4-5, D5/10, E2/5, F3-4/7, 10</b>	<b>Moderation and feedback - Hurdle</b> Reporting and Parent Communication
6 (29 Aug – 2 Sep)	Teaching perspective: Aboriginality and the Land post 1960's <b>NPAE: A3, 8, B5, C1, 3, 5, 6, 9, 14 D12</b>	Organising excursions ICT Resources for Aboriginal Studies
7 (5-9 September)	Teaching perspective: Heritage and Identity post 1960's <b>NPAE: A7, B1, 5, D12, E5, F4, 7, 10</b>	Developing positive relationships and partnerships with the Local Community <b>Assessment 2 Due</b>
8 (12-16 September)	Unpacking Stage 5 Syllabus Year 9 and 10 Aboriginal Studies. <b>NPAE: A1-3, B5</b>	Sharing Resources Workshop

## 7. RESOURCES

NSW Board of Studies Teaching and Education Standards:

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/aboriginal-studies-st6-syl-from2012.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/aboriginal-studies-st6-syl-from2012.pdf)

<http://ab-ed.boardofstudies.nsw.edu.au/files/working-with-aboriginal-communities.pdf>

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/aboriginal-studies-assessment-reporting-2012.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/aboriginal-studies-assessment-reporting-2012.pdf)

## Professional websites for Aboriginal Studies teachers

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

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

<http://www.det.nsw.edu.au>

The Department of Education and Training: The DET has the responsibility for administering and staffing government schools and producing support material, which can be found at:

[http://www.curriculumsupport.education.nsw.gov.au/secondary/Aboriginal Studies/index](http://www.curriculumsupport.education.nsw.gov.au/secondary/Aboriginal%20Studies/index)

<http://www.hsc.csu.edu.au>

HSC online (DET and Charles Sturt University site) - material for students and teachers.

[www.aboriginalstudies.com.au](http://www.aboriginalstudies.com.au)

The Aboriginal Studies Association: Your membership entitles you to membership rates at the Annual Conference (held at Sydney University in December), Members rates on resource purchase, Access to the E-Resource Sharing Group/website. University student member rate c. \$25.00 (based on 2014 rate)

For further information: [info@aecg.nsw.edu.au](mailto:info@aecg.nsw.edu.au)

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
1. Reflective Oral Presentation	(indicative) 2000-2500 words	40%	1, 2, 3, 6, 7, 8, 9, 10	1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 3.2, 3.6, 4.2,	A - 1, 2, 3, 4, 5, 6, 7, 9, 12 B - 1, 4, 5 D - 1, 2, 5, 6, 8, 9, 10, 11, 12,15, 17, 18, 19	Thursday 11 August 2016 5pm
2. Hurdle requirement Assessment, Feedback and Reporting		Hurdle requirement		5.1, 5.2, 5.3, 5.4, 5.5		Thursday 25 August 2016 5pm
3. Create a Major Project Handbook	(indicative) 2,500-3000 words	60%	1, 2, 3, 4, 6, 7, 8, 9, 10, 11	1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.5, 5.1	A - 1, 2, 3, 4, 5, 6, 7, 9, 12 B - 1, 4, 5 C - 1, 2, 3, 4, 5, 6, 7, 9, 10 D - 1, 2, 5, 6, 8, 9, 10, 11, 12,15, 17, 18, 19 E - 7 F - 3, 4, 5, 7, 9, 10, 11	Thursday 8 September 2016 5pm



*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.*

**Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Reflective Oral Presentation	<i>Written</i>	<i>19/08/2016</i>
Hurdle Requirement	<i>Written</i>	<i>02/09/2016</i>
Research Task/Handbook	<i>Written</i>	<i>16/09/2016</i>

**Assessment 1: Reflective Oral Report**  
**Approximate length: 15 mins**

**Weighting: 40%**                      **2000-2500 words**  
**Due date via Moodle: 5pm Thurs 11 August 2016**  
**Delivered in Tutorial: Friday 12 August 2016**

Present an oral report combined with a visual component (PowerPoint, PhotoPeach or similar) on your experiences while on Professional Experience 1. The focus should be a combination of content and skills achieved. Full professional ethics and confidentiality must be observed (names of students, staff and schools need to be removed from all material for anonymity).

1. Describe and discuss at least ONE significant example of a teaching or learning strategy that proved successful for you whilst on Professional Experience.
  - What content or skill were you teaching?
  - What teaching or learning strategy were you using?
  - How did this enhance student learning?
  - How did the student communicate that they understood the strategy?
  
2. Challenges and Opportunities
  - Describe one significant challenge that you encountered as you attempted to integrate content and/or skills with your teaching or learning strategy related to Aboriginal Studies
  - Evaluate how you responded to this challenge.

Opportunity will be given for interaction and discussion. Presentations will be delivered in the tutorial on Friday 19 August 2016. If you are unable to present your Reflective Oral Report on this date (due to illness or misadventure) you must inform your tutor as soon as possible **before** the assigned time.

**The duration of the presentations may be altered according to the number of students or if there are topics that need further exploration in class.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD 2

Student Name:

Student No.:

Assessment Task: **1 Reflective Oral Report**

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Articulate at least ONE significant example of pedagogy utilised at your Professional Experience</li> <li>• Describe the content or skill you were teaching</li> <li>• Describe a significant challenge your encountered</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Articulate the pedagogy you were using and how this enhanced student learning</li> <li>• Evaluate how you responded to this challenge</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>• Describe the link between your experiences and to the theory and research undertaken in the Aboriginal Studies method lectures, readings from prescribed text and other sources as well as relevant lectures from other Lecture series on student engagement</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Displays evidence of self-reflection, critical analysis and identifies with strengths and weaknesses of successful teaching methods</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• PowerPoint/PhotoPeach or other alternative visual component meets appropriate academic/linguistic conventions such as English language that demonstrates control and confidence</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 3: Research Booklet**  
**Approximate length: 2500 – 3000 words**

**Weighting: 60%**  
**Due Date via Moodle: 5pm Thurs 08 Sep 2016**

Create a Research Booklet for either the Preliminary or HSC Research and Inquiry Method section of the syllabus. If using the Preliminary Course you can focus on a Local Community Research task OR the International Indigenous Community: Comparative Study. If using the HSC Course it will be The Major Project Handbook.

Content should include:

- The Task outline
- Marking Guidelines
- Emphasise pertinent Protocols for Working with Aboriginal Communities
- Unpack some of the skills to be taught from the syllabus required for this section so students understand how to undergo the research task
  - At least ONE dot point from each of the Research and Inquiry Method subheadings of the Stage 6 Aboriginal Studies Syllabus must be addressed with a work/skills sheet
  - Ensure that consideration is given to Intellectual Property Right knowledge
  - Make use of Graphic Organisers to support the differentiated learning styles and needs of the students
  - Ensure that BOSTES Assessment and Reporting requirements for Stage 6 Aboriginal Studies are adhered to for either the Preliminary or HSC focus.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6747 ABORIGINAL (INDIGENOUS) STUDIES METHOD 2

Student Name:  
 Assessment Task: 2 **Research Booklet**

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the Stage 6 Aboriginal Studies syllabus Research and Inquiry Method sections.</li> <li>• Include a teaching or learning strategy for ONE of each of the dot points of the Research and Inquiry sub headings.</li> <li>• Demonstrate knowledge of Aboriginal community protocols and Intellectual Property Right</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the link between outcomes and assessment strategies</li> <li>• Demonstrate an understanding of the principals and practices for creating differentiated work in relation to the learning styles and needs of the students</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>• Construct and explain the Marking Guidelines</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Subheadings are used for effortless identification of material</li> <li>• Correct spelling, grammar and punctuation is used</li> <li>• Research booklet to be self contained, informative and accessible to all students</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Research booklet meets appropriate academic/linguistic conventions such as English language that demonstrates control and confidence</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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

**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.**

## 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 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	
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<b>AITSL Standard 5 Assess, provide feedback and report on student learning</b>	<b>Comments</b>
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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)