



School of Education

EDST6725
Mathematics Method 1

Semester 1, 2018

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ASSESSMENT	

Student Learning Outcomes

Outcome

- 1 Identify foundational aspects and structure of the NSW Board of Studies Mathematics syllabus documents and the depth of subject knowledge

3.2 Plan lesson sequences using knowledge of student learning, content

Assessment Details

Student ~~Short Presentations~~ will occur in weeks 2, 3 and 4. Each student will be required

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

3. Assessment Task 2: (3 500-word equivalent, 60%) Unit of Work

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
 - state precisely what you want the students to learn and why it is important
 - justify your choice of topic/text to suit the needs and abilities of this class
 - justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
 - demonstrate how differentiation will support a diverse range of learners
 - state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.
- Include in your unit outline
- the learning intention(s) for each lesson
 - one full activity for formative assessment (not an essay)
 - one ICT-based activity (not watching a video or PowerPoint presentation)
 - one group-work task with a focus on literacy/numeracy (not a mind-map)
 - one incursion/excursion/performance/product activity
 - outlines only for the other teaching materials required.

4. Assessment Task 3: (Satisfactory/Unsatisfactory)

Microteaching (including student reflection) see page 12

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6725 MATHEMATICS METHOD 1

Student Name:

Student No.:

Assessment Task: Assessment 1 . Designing a lesson

Specific criteria	(-) ——— (+)
Understanding of the question or issue and the key concepts involved	
" Understanding of the task and its relationship to relevant areas of theory, research and practice.	
" Rationale linked to outcomes in the syllabus.	

Depth

HURDLE REQUIREMENT

4. MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional

Microteaching Feedback Form for Pre-Service Teacher



STUDENT TEACHER

Name:

zID:

Date:

Recommended Websites

www.boardofstudies.nsw.edu.au (Students can download syllabuses from the Board of Studies website)

www.det.nsw.edu.au

www.curriculumsupport.education.nsw.gov.au/secondary/english/index

www.hsc.csu.edu.au

www.studentnet.edu.au/aispd/index.html

www.cecsw.catholic.edu.au

www.curriculum.edu.au

www.curriculumsupport.education.nsw.gov.au

www.aboriginaleducation.nsw.edu.au/index.html

www.nswteachers.nsw.edu.au

www.naplan.edu.au

www.acara.edu.au

Professional Associations

www.mansw.nsw.edu.au

www.aamt.com.au

www.austms.org.au

www.mathematiciansinschools.edu.au