







## STUDENT LEARNING OUTCOMES

Outcome	
1	Demonstrate a deep understanding of the needs of diverse students and of how to meet these needs
2	Develop appropriate assessment practices for the English classroom that respect the social, ethnic and religious backgrounds of students
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning
4	Analyse specific teaching and assessment strategies to meet the needs of all students

## AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2	

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

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

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial and Readings
<p>1 (24 hours eq. lecture/ tutorial time)</p>	<p><b><i>On-line assessment module</i></b>            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.</p>	<p>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.</p>
<p>2</p>	<p><b>The challenges of teaching Stage 6 English and the HSC</b>            Overview of all Stage 6 courses and approaches that enrich the learning outcomes of stage 6 students</p>	



## **Professional websites for English teachers**

<https://syllabus.nesa.nsw.edu.au>

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations.



## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	NPA elaborations	Due Date
<p><b>Assessment 1</b></p> <p>Development and evaluation of two lesson plans that feature teaching strategies to improve imaginative writing</p>	2500 Words	50%	2, 3 & 4	1.2.1, 1.3.1, 2.1.1, 2.5.1, 2.6.1, 3.3.1, 3.4.1	<p><b>ATSIE</b> A.4-6  <b>ICT</b> C.1, C.3, C.4, C.6-8, C.12, C.13  <b>L&amp;N</b> D.1, D.3-5, D.7-9, D.11-14, D.17-19  <b>SEd</b> E.2, E.7, E.8</p>	Friday 9 <sup>th</sup> August By 5.00pm
<p><b>Assessment 2</b></p> <p>Research review of selected topic related to the teaching of Stage 6 English essay and tutorial presentation</p>	2500 words	50%	1, 2 & 4	1.2.1, 2.1.1, 2.4.1, 2.6.1	<p><b>ATSIE</b> A.4  <b>L&amp;N</b> D.1, D.7  <b>SEd</b> E.8  <b>NESB:</b> F7</p>	

## **Assessment Details**

### **Assessment 1 – Development and evaluation of two lesson plans to improve student writing**

You are to develop two stage 6 lesson plans for Year 12 students that are designed to improve student writing. One writing skills and the other lesson

The analytical writing lesson should target an aspect of analytical writing, such as:

- Developing a thesis
- How to compose a cohesive response
- How to develop an integrated response
- Using powerful verbs
- Composing effective sentences
- Developing effective topic sentences

The imaginative writing lesson should also target an aspect of imaginative writing, such as:

- Creating evocative imagery

## **Assessment 2: Research Review and group presentation**

### **Research Review**

Your task is to research and review effective approaches and strategies for one of the areas listed below and discuss the benefits for English teachers. Your review should be **2500 words** and demonstrate evidence of extensive research. This research can include interviews with students and teachers, as well as readings. Include your findings regarding the implications of your research for teaching. Ensure that you include appropriate references.

### **Research Topics**

Teaching the Common Module to Year 12 Advanced, Standard OR ESL students

Teaching Module A or B to Year 12 Advanced or Standard

Developing quality assessment tasks for Year 12 Advanced, Standard or ESL English

Building student capacity for independent research in Extension 1 and 2

Intertextuality and Appropriation the new Extension 1 course

Designing lesson sequences to teach the Craft of Writing text types: imaginative; persuasive; and discursive.

(If there is a topic different from those detailed above that you would like to research, please discuss this with your tutor by week 5)

In week 9, you will submit your research review and present to the tutorial group an overview of the research you have done into one of the above areas. Include your findings regarding the implications of your research for teaching.

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FEEDBACK SHEET  
EDST6753 ENGLISH EXTENSION METHOD 2

Student Name:

Student No.:

Assessment Task: Assessment 1 Development and evaluation of two lesson plans to improve student writing

**SPECIFIC CRITERIA**

| (-) —————> (+) |

**Understanding of the question or issue and the key concepts involved**

Clear statement of syllabus outcomes in lesson plan

Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6753 ENGLISH EXTENSION METHOD 2

Student Name:

Student No.:

Assessment 2 Research Review and group presentation

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Demonstrate understanding of the implications of relevant research for the classroom teaching of English					
<b>Depth of analysis and/or critique in response to the task</b> Present a succinct analysis and critique of research on the area selected					