





## 1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST2094 Communication Skills for Teachers (6 units of credit)

Term 2, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Daniel Anson

Office Location: John Goodsell, 130

Email: [d.anson@unsw.edu.au](mailto:d.anson@unsw.edu.au)

Availability: By appointment

## 3. COURSE DETAILS

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<b>Course Name</b>	Communication Skills for Teachers
<b>Credit Points</b>	



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

A high level of competence in English language and literacy is essential to effective teaching, and to more effective communication with other key stakeholders including parents and colleagues. Teachers



**Assessment Details:**

**Hurdle requirement – Reflection activity**

**Due: 5pm Week 2 – June 13**

This activity will require you to reflect on your own literacy and identify one or more areas you wish to focus on throughout the course.

## **Assessment 2 – Text-based questions, Peer activity, and Reflection**

**Due:**

**5pm Week 6 – July 11 (Part 1)**

**5 pm Week 7 – July 18 (Part 2)**

**5 pm Week 8 – July 25 (Part 3)**

This assessment will require you to choose a text and create a set of 10 questions. The format of the questions will be up to you; choose a format that you think would be appropriate to assess comprehension (e.g., Multiple choice, True/ False, Short Answer etc.). You are also required to complete a peer activity and reflection based on these questions. A template will be available on Moodle. The assessment has three parts:

### *Part 1:*

Choose a written text that would be suitable for a year 7-8 class. The text can be on any topic you choose but should be appropriate to be used in/ or of interest to your subject area. The text can be any format you choose (e.g., news article, a page from a textbook, extract from a novel, poem, a section from a report, etc.). The text should not be longer than two A4 pages, or 750 words. There is no minimum length for the text, but it should have enough content to develop your 10 questions (e.g., you might choose a short, but more difficult text; or a longer, but more accessible text). The text may include images/ graphs etc., but this is not a requirement.

Write 10 questions that you would give your students to guide their reading comprehension. The 10 questions should follow the structure of the questions in the template.





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FEEDBACK SHEET  
EDST2094

Student Name:

Student No.:

Assessment Task 1: Error analysis, Feedback, and Reflection

**SPECIFIC CRITERIA**

| (-) —————> (+) |

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

Identification, description, and correction of errors in specified categories  
Clarity and specificity of feedback for writer, including strategies for improvement



FEEDBACK SHEET  
EDST2094

Student Name:

Student No.:

Assessment Task 3: Presentation and Reflection

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <p>Demonstration of understanding of register, cohesion, grammar, and vocabulary in spoken education contexts</p> <p>Demonstration of oral communication skills (fluency, pronunciation, stress, and intonation)</p> <p>Demonstration of non-verbal communication skills (gesture/ body movement, and eye contact)</p> <p>Self-evaluation and reflection on implications for practice</p>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <p>Depth of analysis when self-evaluating performance</p> <p>Depth of analysis when reflecting on implications for practice</p>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <p>Selection and use of relevant literature to support self-evaluation and reflection</p>					
<b>Structure and organisation of response</b>					