School of Education

EDST6702
English Method 1

Term 1, 2020

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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/

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1. **LOCATION**

   Faculty of Arts and Social Sciences
   School of Education
   EDST6702 English Method 1 (6 units of credit)
   Term 1, 2020

2. **STAFF CONTACT DETAILS**

   Course Coordinator:

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education Standard Authority English Syllabuses and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3
6	Practise the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
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.	1,2,3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2	Organise content into an effective learning and teaching sequence.	1,2,3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2,3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3

3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3	Include a range of teaching strategies.	1,2,3
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2,3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3

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

This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English syllabuses. During the course students will develop their knowledge of New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English in the curriculum and the community.

Student-centered activities form the basis of the course. These activities draw on the prior knowledge of the students and allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. **TEACHING STRATEGIES**

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approaches to learning and the use of a range of teaching strategies to foster interest and support learning

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

Online learning from readings on Moodle

Online discussions

Peer teaching in a simulated classroom setting

These activities will occur in a classroom environment that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Topic
Week 1 Welcome to English Teaching: introductions, course overview, assessment and expectations *Renee Hajjar*	**Introductions and expectations** What is subject English? How has it changed in recent years? Introduction to the NSW 7-10 syllabus Resources and professional networks **Reading** 7 10 English Syllabus Stage 4 outcomes and content, pp 31-49 (Page numbers are for the hard copy and may differ slightly in the online version). *Simon Sinek on Millennials in the Workplace* https://www.youtube.com/watch?v=hER0Qp6QJNU Priority Areas ATSIE: A.3; ICT: C.1, C.3, C.5; L&N: D.2, D.3; SEd: E.1, E.2, E.3; NESB: F.1, F.3
Week 2 Literacy: policy, DoE Literacy Continuum, place of literacy in English, resources and strategies *Marcia Almelor*	**7 10 English Syllabus: structure and content** What is the place of literacy in the syllabus? What makes a good lesson? Using the UNSW lesson planning template. Sample lesson plans. **Reading** 7 10 Syllabus: Stage 5 outcomes and content, pp 51-69 (Page numbers are for hard copy and may differ slightly in the online version). Priority Areas ATSIE: A.4; CM: B.1, B.2; ICT: C.1, C.2, C.3, C.4, C.5, C.6; L&N: D.1, D.2, D.3, D.4, D.5; SEd: E1, E.2, E.3; NESB: F.1, F.2.
Week 3 Texts for the syllabus with an Indigenous, Asian and sustainability focus *Deb McPherson and Jane Sherlock*	**7 10 English Syllabus:** **Creating lessons using picture books, poems and short texts** How do I use the syllabus to construct engaging lesson plans? **Reading** *School Excellence Framework* https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf *Quality Teaching* http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf https://dei.eduone.net.au/ashford/DEPASCSCURRICULUM/HSIE UNIT/Quality Teaching Framework.pdf Priority Areas ATSIE: A.1, A.2, A.3, A.8; ICT: C.9, C.11; L&N: D.9, D.11; SEd: E.1, E.2, E.3; NESB: F.9, F.11.

Week 4 Principles for effective teaching *Renee Hajjar*	**7 10 English syllabus:** **What are effective teaching strategies?** Cooperative learning, group work and strategies such as jigsaw, dictogloss. Teaching literacies. Strategies for low literacy learners. Introducing multicultural and Indigenous perspectives. **Reading** *Literacy Learning: The Middle Years,* 20 (1) pp20- 25 Read one or two texts from the list provided for the lecture. Priority Areas ATSIE: A.4, A.5, A.6, A.8; CM: B.1, B.2, B.3; ICT: C.9, C.11; L&N: D.4, D.5, D.6, D.7, D.8, D.10, D.11, D.12; SEd: E.1, E.2, E.3; NESB: F.7.
Week 5 Planning a Unit of Work *James Cooper*	**Units of work** How do I design a differentiated unit of work? Backward mapping from assessment. Effective pedagogy for teaching English 7-12, including goal setting, using discussion strategies, journal writing, picture books and new media. **Reading** Strong start, Great teachers - Phase 2. The backward design model of curriculum planning, NSW Government Education and Communities, http://minkhollow.ca/becker/lib/exe/fech.php?media=tnl:facets.pdf

7. **RESOURCES**

The Flipped Classroom
http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra http://www.tpack.org/) is a framework that identifies the Technological and Pedagogical Content Knowledge (TPACK) that teachers need to teach effectively with technology.**SAMR** (created by Dr. Ruben R. Puentedura) provides a framework to answer the question: what types of technology use would have greater or lesser effects upon student learning?
http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html

Rural & Distance Education NSW is a local resource presenting both of the above frameworks.
http://rde.nsw.edu.au/tpack-samr

Reflections of pre-service teachers
This series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.
http://www.ttf.edu.au/psts-talk.html

Student teachers are encouraged to set up their own blog (free) at Edublog to create and share resources and lessons they create.
http://edublogs.org/

Required Readings

All students must have copies of the English syllabuses in class, either in hard copy or on a computer. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/home

Readings on the UNSW Moodle website

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1. Demonstration, detailed lesson plan and rationale	Equiv. of 2000 words	40%	1,2,3,4,5,6	2.2, 2.6, 3.5, 4.2, 6.3	A 2-6. B.1, B.5 C 1-3 D 1-5 D.7, D.8 E.2, E.3, E.8 F.5, F.6, F.7	Tuesday 24/3/2020 By 5.00pm

2. Unit description &

Assessment Details

Assessment 1 (2 000 wd eq, 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class. (If Method is stage 6 only: for a Stage 6 Preliminary class). The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

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 <u>one</u> activity (which may be ICT-based)
> express yourself in clear, standard Australian English.

Assessment 2 (3 500 wd eq, 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first <u>five</u> 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

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    <u>one</u> full activity for formative assessment (not an essay)
    one ICT-based activity (not watching a video or PowerPoint presentation)

Student Name: Student No.:

Assessment 1: Critical analysis and lesson plan

Student Name   Student No.
Assessment 2 Outline of a Unit of Work for Stage 4 or 5 English

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 and principles for effective teaching

Clarity and accuracy in use of key terms and concepts in lesson and unit planning

Clear statement of syllabus outcomes covered by the unit as a whole

Clear statement of content statements derived from these outcomes

Explicitly stated learning goals for the unit as a whole

Variety of teaching strategies including group work and

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

Standards	Comments
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) Were instructions, explanations and questioning techniques effective? (3.3.1) Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) Was students understanding continually monitored and achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) Were activities well organised and direction clear? (4.2.2) Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer:	Date:	Satisfactory/Unsatisfactory (circle)