School of Education

EDST6725
Mathematics Method 1

Term 1, 2020

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STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Curriculum for Australian Schools, K-10 Mathematics syllls1594.96 842.04 reW*nBT/F1 9P0	

2.4.1

8.

Assessment Details

Assessment Task 1:

HURDLE REQUIREMENT

ASSESSMENT 3 - 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 Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed lesson plan using the prescribed template, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan : All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. If you are unsure of any aspect, please discuss your plan with your lecturer after class in the previous week.

Microteaching: This will be assessed according to the

Short Presentation to your class (not assessed)

Student Short Presentations will occur in weeks 2, 3 and 4. Each student will be required to either present a solution/explanation to a mathematical problem or present a short lesson about a mathematical concept. The presentations are not to be lectures but should be seen as a segment from a mathematics lesson, pitched at a Stage 4 or 5 student. Your peers will play the role of the class. These presentations will not form part of your assessment for this course but will give you an opportunity to practise skills such as eye contact, voice production and communication for your Microteaching. Your lecturer and class will give you feedback about your level of skill.

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