

School of Education

Contents

IMPORTANT:

4.1.1 Identify strategies to support inclusive student participation and

**Indigenous Perspectives in Stage Four
and Five History**

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How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students in Ancient History

In your lesson plan outline, 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.

Assessment Task 2: Stage Four (4) unit of work outline

Prepare an outline for a unit of work for a Stage 4 class. The unit of work should cover the **first five lessons**; however, you are not preparing full lesson plans.

Note: If your lesson plan for Assessment 1 was for Year 7, you should use Year 8 for this assessment.

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.

The unit must include the following across the five lessons:

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

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 (see assessment 1 on page 10)
2. A 10-minute mini-lesson.

Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, **you must demonstrate the use of a literacy or numeracy strategy**, relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

1. Initial Lesson Plan: All students must submit their proposed lesson **plan as Assessment task 1 in Week 5**. The feedback will be designed to help facilitate a successful microteaching experience.

Notes

1. Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.

2. Micro-teaching: This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: A student who is assessed as unsatisfactory in microteaching will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

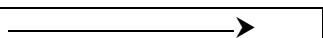
UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 1: Stage Four Lesson Plan

SPECIFIC CRITERIA	
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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

clarity and accuracy in use of key terms and concepts in History teaching and
the NSW syllabus

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 2: Stage Four (4) unit of work outline

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4.

Demonstrate clarity and accuracy in use of key terms and concepts in History teaching.

Demonstrates knowledge and understanding of NSW History Syllabus options

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?