



School of Education

EDST6753  
English Extension Method 2

Term 2 2021

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Faculty of Arts, Design & Architecture  
School of Education  
EDST6753 English Extension Method 2 (6 units of credit)  
Term 2 2021



## NATIONAL PRIORITY AREA ELABORATIONS

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

This subject aims to develop in each student a deeper understanding of the requirements of the Stage 6 English curriculum. During the course students will develop their knowledge of Stage 6 English syllabus requirements for EAL/D, (SD) and (AD) and Extension (Ad) and Tailored (TA) students.

<p>1 (24 hours eq. lecture/ tutorial time)</p>	<p><b>On-line assessment module</b></p> <ul style="list-style-type: none"> <li>• Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically describe the role of assessment in ensuring effective learning and teaching;</li> <li>• Evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</li> <li>• Apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</li> </ul>
<p>2</p>	<p>Overview of all Stage 6 courses and approaches that enrich the learning outcomes of Stage 6 students</p>	<ul style="list-style-type: none"> <li>• Integrate the module with other relevant content</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading: Extension 2 reflection statements State Library: <a href="http://www.sl.nsw.gov.au/services/learning_at_the_library/english_extension_2_reflection_statements.html">http://www.sl.nsw.gov.au/services/learning_at_the_library/english_extension_2_reflection_statements.html</a></li> </ul>
7	Pilot marking sessions and developing an understanding of the HSC standards and marking operations	<ul style="list-style-type: none"> <li>• Using Assessment Resource Centre Standards Materials (NESA) <a href="http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/">http://arc.boardofstudies.nsw.edu.au/go/hsc/std-packs/</a></li> <li>• Reading: NESA <a href="http://www.boardofstudies.nsw.edu.au/hsc_exams/">http://www.boardofstudies.nsw.edu.au/hsc_exams/</a> Online course evaluation</li> </ul>

NSW Board of Studies, *Stage 6 Syllabus, English: Standard; Advanced; and Extension*, April 2017  
Download these syllabuses from the Board of Studies website <https://syllabus.nesa.nsw.edu.au>

Gannon, S. Howie, M. and Sawyer, W (eds.) (2009) *Charged with Meaning: Reviewing English 3<sup>rd</sup> Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

Readings on the UNSW Moodle website

Anderson, M., Hughes, J. and Manuel, J (2008) *Drama and English Teaching* Melbourne, Victoria, Australia: Oxford University Press

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002)

Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press.

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

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please go to the NESA website or you can buy a hardcopies for \$12.15 from the UNSW Bookshop on lower campus.

<http://www.det.nsw.edu.au>

<http://www.englishteacher.com.au/index.php>

The English Teachers Association site. Join the ETA as a student (it costs less) and receive their publication *mETaphor* (four a year - full of practical classroom resources, lessons, ideas) and *English in Australia* - up to the minute developments in English teaching.

<http://www.cecnsw.catholic.edu.au>

The Catholic Education Commission

<http://www.curriculum.edu.au/communities/englishednet/howto.htm>

A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore English sites etc. Well worth a browse.

Student Equity and Diversity Unit, Telephone: 9385 4734 or check the website

<https://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable









UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6753 ENGLISH EXTENSION METHOD 2

Student Name:

Student No.:

**Assessment Task 2: Presentation of Assessment Practices during the Professional Experience**

	(-)	(0)	(1)	(2)	(3)	(4)	(5)
<ul style="list-style-type: none"> <li>Understanding of assessment practices observed during the Professional Experience.</li> <li>Understanding of the implications of relevant research for the classroom teaching of English.</li> </ul>							
<ul style="list-style-type: none"> <li>Discusses the formative and summative assessment practices observed during the Professional Experience.</li> <li>Provides examples of responding to student work and using feedback to inform teaching.</li> <li>Provides copies of relevant work samples and assessment marking criteria.</li> </ul>							
<ul style="list-style-type: none"> <li>Demonstrated understanding of valid and relevant research evidence to support ideas about assessment feedback.</li> </ul>							
<ul style="list-style-type: none"> <li>Ability to deliver an engaging presentation that meets the specified criteria, including 15-minute time allocation.</li> </ul>							

- Demonstrate a good command of grammar, spelling, punctuation and mechanics.