School of Education

EDST6755
Mathematics Method 2

Term 2 2021

Contents

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Mathematics Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Mathematics
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Mathematics to all key stakeholders
6	Identify the characteristics of an effective Mathematics teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students

6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will 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. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better when given challenging tasks, thinking time and good feedback.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, 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
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
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6. COURSE CONTENT AND STRUCTURE

Module	Topics	Tutorials
1 (24 hours eq. lecture/ tutorial time)	***On-line assessment module*** • Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching • 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.	• Critically describe the role of assessment in ensuring effective learning and teaching; • Evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching • Apply asse(e)-12.2 (ac)-Tf 5J 0 -3.3 <6573[21.22 th-1.1 (h-1k)-8 (i)3.1 eg2 (and)-12.2 (t)-1.1 (o c

Professional websites for Mathematics teachers:

www.mansw.nsw.edu.au

www.aamt.com.au

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed

Assessment Details

Assessment 1 (20 00 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (three terms).

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within one of the terms. Your scope and sequence must indicate when the task will occur.

Make sure your instructions for the task are grammatically correct and communicate effectively for j -0.002 Tc 0. i.

- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)
- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:
The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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
EDST6755 MATHEMATICS METHOD 2

Student Name: Student Number:

Assessment Task 1: Scope and s equence with assessment task for Prelim year (Advanced Course)

SPECIFIC CRITERIA	(-) ———————— h (+)

Understanding of the question or issue and the key concepts involved

- Understands the task and its relationship to relevant areas of theory, research and practice
- Uses syllabus documents and terminology clearly and accurately
- Sequences tasks and activities to suit logical learning progression
- Integrates assessment task logically with learning intentions and learning sequence
- Provides effective formative fe3.2 (n)-14b,cc l.1 (e3.2 (n)14 (n)-t6l (e3.2 (n)14 (n)-t6l (e3.2 Tc 0.001 Tw 1.7 29.47 0 Td ( )

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6755 MATHEMATICS METHOD 2

Student Name: Student Number:
Assessment Task 2: Planning a unit of work including formative assessment strategies
(Standard Course)

SPECIFIC CRITERIA	(-) ———————— h (+)
Understanding of the question or issue and the key concepts involved	

Assessment, Feedback and Reporting

STUDENT TEACHER