School of Education

EDST6732
English Method 2

Term 2, 2019

Contents

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/

5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
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	

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 they will be exp

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
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 assessment knowledge and skills in developing effective learning, teaching and assessment plans. Content of this module will be assessed during the Hurdle Requirement in Module 7
2 22nd July	Overview the course, assessments and expectations for the semester and introduction to Stage 6 Syllabuses *Renee Hajjar*	**Fresh Approaches to Poetry** *Approaches to Poetry'* in *Reviewing English in the 21st Century,* Wayne Sawyer and Eva Gold, eds, (2004), Sydney: Phoenix Education, p.292 (available online)
3 29th July	*Reading to Write Module Teaching EAL/D English Stage 6* *James Cooper*	Stage 6 Standard and Advanced Common Content *Assessment in English',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education (available online).
4 5th August	Texts in the Classroom *Renee Hajjar*	**Stage 6: Modules Standard** *Visual Literacy: Enabling and promoting Critical Viewing Reviewing English in the 21st Century,* Wayne Sawyer and Eva Gold, eds, (2004), Sydney: Phoenix Education, pp, 97 - 102
5 12th August	Boys and Literacy *Jane Drabble*	**Reading: Stage 6 Syllabus: Standard** http://syllabus.nesa.nsw.edu.au/english-standard-stage6/ and **Advanced** http://syllabus.nesa.nsw.edu.au/english-advanced-stage6/
6 19th August	Using excursions to enhance English teaching *Julie McFarland*	**2-hour drama workshop** with Carla Moore or **Stage 6: HSC EALD and/or English Studies** (teacher choice depending on class needs) *Playscripts and Performance',* in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp. 205 - 212 and Stage 6 Syllabus: EALD http://syllabus.nesa.nsw.edu.au/english-eald-

stage6/

7. RESOURCES

Required Reading

You are advised to purchase a copy of Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning*: *Reviewing English 3ʳᵈ Edition* Sydney, NSW Australia: Phoenix Education Pty. Ltd.

All students must have copies of the English syllabuses in class. You can download the new Stage 6 syllabus from the NESA website: http://syllabus.nesa.nsw.edu.au/stage-6/
and the current syllabus from: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/english-std-adv.html

NSW DET (2014) *School Excellence Framework,* Sydney, NSW
www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf

Fry, S. (2005), *The Ode Less Travelled*

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne

McLoud, S. (2006), *Making comics: Storytelling secrets of comics, manga and graphic novels.* New York: Harper Collins

McGrath, H. and Noble, T (2010) *Hits and Hots*, Melbourne, Victoria: Pearson Australia

for *Henry IV, Part One. English Journal.* 88 (5), 58-61

Myhill, D., Lines, H. and

mETAphor, Issue 2, 2011, 1-11

Teacher:

The National Education Magazine, October 46-49*.*

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Polette, Keith (2012). *Teaching Grammar Through Writing* (2nd ed.) Pearson Education, Inc.

Shoemaker, B. (2013). To Read or Not to Read: Five Approaches to teaching Shakespeare. *English Journal.* 102 (4), 111-114

Watson, K. (Ed) (2010) *Introducing Shakespeare.* Sydney: Phoenix Education.

Wells, K (2010) Australian slang   A story of Australian torDUH6WXHg(ni)7tp:rAu-155(l)5()4(e)-9(ars)--17hag.024 c

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: Year 11	2,00 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11,19 E.7 F.9	Tuesday 6th August By 5.00pm
Assessment 2 Unit of work for Year 12	3.000 words equivalent words	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5. 8 C.4, 5, 8, 12 D.4, 8. 10, 11, 12, 15 E.2 F.5, 7, 9	Monday 2nd September By 5.00pm
Assessment 3 Hurdle requirement Assessment, Feedback and Reporting	In class	S/US	5, 6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	Friday 23rd August By 5.00pm

Submission of assessments

assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

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

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. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher

the due date.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6732 ENGLISH METHOD 2

Student Name: Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of selected Stage 6 course and syllabus outcomes • Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 • Integrates formative assessment strategies throughout the unit of work					
Depth of evidence in response to the task • Demonstrates understanding of academic and cultural diversity • Includes a variety of pedagogical strategies to suit content of the Stage 6 course • Designs appropriate activities and outlines lessons in sufficient detail without providing full plans • Provides effective feedback opportunities to inform students of their progress					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates understanding of the need to differentiate lessons to cater for diverse learners • Understanding of a range of effective assessment practices					
Structure and organisation or response • Demonstrates ability to plan using backward mapping to meet selected outcomes • Presentation of effective and engaging learning sequence					
Presentation of response according to appropriate academic and linguistic conventions • Writes using correct Standard Australian English • Has proofread and edited work to avoid typos and incorrect usage.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer