School of Education

EDST6755
Mathematics Method 2

Term 2, 2019

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6755 Mathematics Method 2 (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Yvette Semler
Email: y.semler@unsw.edu.au
Availability: By email or appointment

3. COURSE DETAILS

Course Name	Mathematics Method 2
Credit Points	

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

7. RESOURCES

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: Advanced Course	2,000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1		

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

8. 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.)

9. 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. <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.

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.

Student Name: Student Number:

Assessment Task 1: Scope and Sequence with Assessment Task for one term (Advanced Course)

SPECIFIC CRITERIA	(-) ——————➤ (+)				
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 feedback for student sample					
Depth of analysis in response to the task • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary • Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines					

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 including Aboriginal and Torres Strait Islander