School of Education

EDST6732
English Method 2

Term 2 2020

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 Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 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 they will be expected to design for secondary students. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

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
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website
- Specific literacy strategies, such as floor storming, dictogloss, cloze and three level comprehension, to demonstrate the importance of these teaching strategies in the secondary classroom

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	On-line assessment module x Introduction to the concept and principles of effective assessment practices and	

		stage6/ and English Studies http://syllabus.nesa.nsw.edu.au/english-studies-stage6/
7	Teaching Extension English *Marcia Almelor* On-line course evaluation	**Hurdle Requirement as class activity** Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders. **Goals for PE2** Reading: Stage 6 Syllabus: Extension English http://syllabus.nesa.nsw.edu.au/english-extension-stage6/ and Ray Misson, in Gannon et al (2009), *Charged with Meaning* 3rd ed. Sydney: Phoenix Education, pp 69 - 75

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),

https://www.aisnsw.edu.au/
The Association of Independent Schools

http://www.ceosyd.catholic.edu.au
The Catholic Education Office

PROFESSIONAL ASSOCIATIONS

http://www.englishteacher.com.au
The English Teachers Association (ETANSW) site. Join ETA as a student 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.
Tel 9572 6900
Email admin@englishteacher.com.au

http://www.petaa.edu.au
Primary English Teachers' Association Australia (PETAA)
Receive three professional books and five PETAA Papers each year.
Tel 9565 1277
Email info@peta.edu.au

http://www.alea.edu.au/
Australian Literacy Educators Association (ALEA)
Join as a student and receive three issues of *The Australian Journal of Language and Literacy* (AJLL) and *Literacy Learning: the Middle Years* (LL) each year.
Tel 1800248 379
Email office@alea.edu.au

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence for the Year 11 course. You are to include learning outcomes for all the modules.

PART 2:

- Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for ONE term's work. Your scope and sequence must indicate when the task will

HURDLE REQUIREMENT
FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.
https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text:
    - ensure anonymity by removing student names and destroying the samples at the end of the course.
    - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
    - annotate the task to indicate what worked well and what needs changing if it were to be used again
    - include the assessment criteria and/or marking scheme/rubric for each task
    - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
    - include a key for marking symbols

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FEEDBACK SHEET
EDST6732 ENGLISH METHOD 2

Student Name: Student No.:
Assessment Task 1: Scope and Sequence with Assessment Task for Year 11

SPECIFIC CRITERIA	(-) ——— (+)

Understanding of the question or issue and the key concepts involved

- x Understands the task and its relationship to relevant areas of theory, research and practice
- x Uses syllabus documents and terminology clearly and accurately
- x Sequences tasks and activities to suit logical learning progression
- x Integrates assessment task logically with learning intentions and learning sequence
- x Provides effective feedbac4 Tm0 g0

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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 x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 x Integrates formative assessment strategies throughout the unit of work					

Depth of evidence in response to the task

- x Demonstrates understanding of academic and cultural diversity
- x Includes a variety of pedagogical strategies to suit content of the Stage 6 course
- x Designs appropriate activities and outlines lessons in sufficient detail without providing full plans
- x Provides effective feedback opportunities to inform students of their progress

Assessment, Feedback and Reporting

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	