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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/>

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<p>3 12 Mar - 16 Mar</p>	<p>NB IEC visit is on Friday 16 March 9-12 am. This is to enable all students to return to campus in time for other classes.</p> <p><u>Role and Function of Intensive English Centres (I.E.C.s)</u></p> <p>Visit to Beverly Hills I.E.C. Melvin St, Beverly Hills NSW 2209</p> <p>NPAE A. 4, 8 D. 1, 2, 3, 4, 7, 11,14, 15, 17, 18, 19 E. 1, 2, 3, 4, 5, 6, 7, 8, 9 F. 1, 2, 3, 4, 5, 6, 7, 10, 11</p>	<p>Compulsory Reading for Week 4 De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney Pauline Gibbons, <i>English Learners' Academic Literacy and Thinking</i> Chapter 5</p> <p>ACARA ESL Teacher Resources http://www.acara.edu.au/curriculum/student-diversity/english-as-an-additional-language-or-dialect</p>
<p>4 19 Mar - 23 Mar</p>	<p><u>Theories and Research related to teaching EAL/D learners</u> First /Second Language Acquisition; Comprehensible Input; Schema theory; The Mode Continuum; Zones of Proximal Development; Scaffolding</p> <p>NPAE D. 1, 2, 3, 4, 5, 7, 8, 14,15,19 E. 1, 2, 3, 9 F. 1, 2, 3, 4, 5, 6, 11</p>	<p>1) Discussion of readings for weeks 3 and 4 2) Creating a High challenge/ High support classroom resource, using ICT</p> <p>Compulsory Reading for Week 5: Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 8</p>
<p>5 26 Mar - 30 Mar</p>	<p><u>Teaching EAL/D Students Across the KLAs:</u> Features of Academic Language</p> <p><u>Teaching EAL/D Learners in the KLA English</u> The BOS 7-10 English Syllabus Linking the Scales to the English Syllabus Linking Stage 3 to Stage 4</p> <p>NPAE A 2, 4, 5, 6, 8, 11 C. 2, 3, 4, 5, 7, 9,10, 12 D. 1, 2, 3, 4, 5, 7, 8,13, 14, 15, 16, 17, 18, 19 E. 2, 3, 4, 7 F. 5, 7, 8, 11</p>	<p>Ass 2 Preparation: Modeling and practice making tasks using ICT to support EAL/D students across KLAs</p> <p>Quiz on reading for week 5 Compulsory Reading for Week 6: Pauline Gibbons, <i>English Learners Academic Literacy</i> Ch 7</p>

Mid-Semester Break

<p>6 9 Apr – 13 Apr</p>	<p><u>EAL/D Pedagogy: Theory into Practice</u> Teacher/Student Talk Interactive Task Design The EAL/D Teaching Sequence</p> <p>NPAE A 4, 5, 8, C. 1, 3, 4, 5, 6, 7, 12, 14 D. 1, 2, 4, 5, 7, 8, 11, 15, 16, 17, 19 E. 2, 3, 4, 6 F. 4, 5, 6, 7, 8, 9</p>	<p>1) Discussion of reading Wk 6 2) Groups design a lesson related to one of the student profiles 3) Develop a speaking task</p> <p>Compulsory Reading for Week 7: Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 5</p>
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6. COURSE ASSESSMENTS

Assessment Task	Length	Weight	Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Adjust two lesson plans for EAL/D learners	2 000 Words max.	40%	1 - 6	1.2, 1.3, 1.5, 2.1, 2.2, 2.5		

ASSESSMENT 1 (40%)

Adapting TWO lesson plans to support EAL/D learners in a KLA.

2,000 words equivalent

Due: Thursday 12 April 2018

1. Adapt one lesson plan from a KLA so that it incorporates EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA.
 - < Include the use of ICT
 - < Use the *ESL Scales*

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 FEEDBACK SHEET
 EDST6704 EAL/D METHOD 1: ASSESSMENT 1

Student Name:

Student No.:

Assessment Task: **Adapting two lesson plans**

SPECIFIC CRITERIA	(+)	→	→	→	→	(-)
Understanding of the question or issue and the key concepts involve < Demonstrates an ability to adjust a lesson plan to suit EAL/D learners < Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners						
Depth of analysis and/or critique in response to the task < Plan carefully and implement engaging and goal oriented teaching approaches for EAL/D learners which address the goals of the original lesson < Using ICT demonstrates knowledge of teaching strategies such as interactive tasks, activating schema, building student's vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn. < Shows evidence of critical analysis and reflection.						
Familiarity with and relevance of professional and/or research literature used to support response < Demonstrates a thorough analysis and insightful understanding of the theoretical underpinnings of EAL/D and EAL/D pedagogy and is able to justify clearly strategies used in the teaching approach. < Demonstrates thorough knowledge of prescribed texts and is able to implement their pedagogies in relation to the students						
Structure and organisation of response < Uses SED lesson plan template						
Presentation of response according to appropriate academic and linguistic conventions < Explains strengths and challenges of the original lesson using clear standard Australian English						

Lecturer

Assessment 2 (3 500 wd eq, 60%)

Prepare an outline for a unit of work for a class with level 3/4 learners. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

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UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET - EDST6704 EAL/D METHOD 1

Student Name:

Student No.:

Assessment Task 2: Designing a unit of work

SPECIFIC CRITERIA	(+) —————→ (-)				
Understanding of the question or issue and the key concepts involve < Demonstrates knowledge of EAL/D teaching progression and ways of scaffolding students for new language skills, knowledge and understanding with a consistent focus on what the students need to learn.					
Depth of analysis and/or critique in response to the task < Demonstrates a capacity to plan for engaging and goal-oriented lessons for EAL/D learners which address the learning intentions and language outcomes required for EAL/D students at these levels < Demonstrates an ability to create appropriate teaching sequence					
Familiarity with and relevance of professional and/or research literature used to support response < Demonstrates knowledge and understanding of how to incorporate ICT into classroom teaching practice to address learning outcomes. < Demonstrates an ability to clearly describe all stages of the lesson < Demonstrates ability to map all aspects of teaching to EAL/D pedagogy					
Structure and organisation of response Rationale is clear and well organised					
Presentation of response according to appropriate academic and linguistic conventions <					

8. RESOURCES

The Flipped Classroom;

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks,

<http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on the usefulness of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

Required Readings

Pauline Gibbons (2009). *English Learners Academic Literacy and Thinking Learning in the Challenge Zone*, Heinemann

ESL Scales (1994). Curriculum Corporation

ACARA (2014) *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice*. http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html

Further Readings

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.

Droga, L. & Humphrey, S. (2005) *Grammar and the Organisation of Meaning*, Target texts, Berry, Australia.

Dufficy , P. (2005). *Designing learning for Diverse Classrooms*, PETA, NSW

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

Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning*, Heinemann

Frankford, M. (2005) *TEFL in the 21st Century: A Handbook for Teachers*, Cambridge University Press

Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford

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

Sharpe, T. (2004). *So what is 'special' about an EAL/D Teacher?*