School of Education

EDST6923
Physics Method 1

Term 1, 2019

Contents

1. LOCATION

3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
3.5 .1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Physics classroom. Emphasis will be placed on the relationship between the nature and practice of Physics, the role and value of Physics in society and models of pedagogy for teaching and assessing in Physics. A particular focus will be on strategies that can promote student engagement and achievement in Physics and common student misconceptions.

Student-centered activities will form the basis of the course. These activities will draw on the prior discipline

		Microteaching
Teaching Break		
9 30 April	Planning for mixed ability classes Planning for differentiation The pedagogy and organisational needs for	

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
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.
Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Recommended websites
NESA
http://syllabus.nesa.nsw.edu.au/science/

Science Teachers Association of NSW
http://www.stansw.asn.au

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment Task 1 Lesson Plan	2000 words equiv.	40%	1-5	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	Week 6 27h Mar
Assessment Task 2 Unit of Work	3500 words equiv.	60%	1, 2-7	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Week 12 8th May
Assessment Task 3 Microteaching	N/A	S/U	3, 8	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	Weeks 4 – 8 ongoing

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for 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 examinati.29 98871 0 595.32 841.92 reW*nBT/F1 9.96 Tf1 0 0 1 228.41 154.34 Tm0 G[s)-5(ub)C

Assessment Details

Assessment Task 1 LESSON PLAN

Plan and design one 60-minute lesson for a Stage 6 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation strategies to cater for some students are therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you

choose an appropriate topic for the year group
support your rationale using references indicating your professional reading
choose appropriate outcomes and lesson content
choose an appropriate context
demonstrate knowledge of effective teaching and learning strategies
use appropriate format and provide sufficient detail for an effective lesson plan
include some explicit literacy/numeracy teaching which integrates with the lesson focus
provide one activity in full (which may be ICT-based)
express yourself in clear, standard Australian English.

Assessment Task 2 - UNIT OF WORK FOR STAGE 6 PHYSICS

Prepare an outline for a unit of work for a Stage 6 class. The unit of work should cover the first five lessons, which are 80 minutes each; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

- provide a brief outline of the school and class context

HURDLE REQUIREMENT

ASSESSMENT TASK 3

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6923 PHYSICS METHOD 1

Student Name: Student No.

Assessment Task 1 – Lesson Plan, Stage 6

SPECIFIC CRITERIA (-) ➤ (+)

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