School of Education

EDST6734
EAL/D Method 2

Term 2 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6734 EAL/D Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator(s):	Angela Kang
Email:	angela.kang@unsw.edu.au
Availability:	By appointment

3. COURSE DETAILS

Course Name	EAL/D Method 2
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

This course continues the preparation of students for the teaching of English as an Additional Language or Dialect in secondary schools in NSW. They will continue to develop knowledge and understanding of strategies and EAL/D

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
C. Information and Communication Technologies	1
D. Literacy and Numeracy	4, 5, 8, 12
E. Students with Special Educational Needs	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
F. Teaching Students from Non-English-Speaking Backgrounds	6, 7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Students need to understand the NESA English (EAL/D) syllabus in order to teach it effectively. In addition, they need to develop skills in assessment for learning, including backward mapping a unit of work, designed in assessment strategies and feedback to students. They need to develop their EAL/D pedagogical knowledge to create a range of teaching strategies. They are also required to develop their use of ICT as part of their range of strategies to support EAL/D learners and to develop engaging lesson activities. All of this needs to be taught in a practical, hands on environment in which students are given explicit modelling and opportunities to work collaboratively in a supportive environment to develop understanding and skills. Students should also feel comfortable to discuss, question and reflect critically on their own teaching experiences.

5. TEACHING STRATEGIES

Student ±centred activities and opportunities for critical and reflective engagement and methodology and philosophy of EAL/D teaching will form the basis of this course. Lectures will explicitly teach EAL/D pedagogy and model teaching strategies. Opportunities for hands on use of technology and accessing resources online will allow

6. COURSE CONTENT AND STRUCTURE

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.

http://www.atesolnsw.org/
The Association of Teachers of English as a Second Language NSW website has units of work online and professional information.
http://www.interactivewhiteboard.net.au This provides training modules in the use of the interactive whiteboard.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning L Q W H Q W L R Q V I R U W K H W Hd LPQ\ Z RUN Indicate when the task will occur and how the feedback form the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

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 (e.g. 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 J L Y H Q E \ W K H W H D F K H U E \ W K H V W X G H Q W ¶ V 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 V W D N H K R O G H U V D Q G S D U W Q H U V L Q W K H L U F K L O G U H Q ¶ V O H D U Q L Q J

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 your0 G[ )9(your0 G[595.327mwTJqng(o)5(uJ k)3(hasow)-3(aTQdge roce7(hhasow)-3()6(u

find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6734 EAL/D METHOD

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					

[redacted]

Assessment, Feedback and Reporting

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

AITSL Standard 5
Assess, provide feedback and report on student learning