

School of Education

EDST6952 Science Method 2

Term 2, 2019

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1. LOCATION

Faculty of Arts and Social Sciences School of Education EDST6952 Science Method 2 (6 units of credit) Term 2 2019

2. STAFF CONTACT DETAILS

STUDENT LEARNING OUTCOMES

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard				
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning			
1.2.1	1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching			
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds			

their tutor the next day only. A debriefing session will be conducted 15 minutes prior to the end of each tutorial.

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

Module	Lecture	Tutorial	
	On-line assessment module	Critically describe the role of assessment in	
		ensuring effective learning and teaching;	
	Introduction to the concept and principles of		
	effective assessment practices and their	evaluate the appropriateness of various	
1	applications to learning and teaching	assessment strategies in ensuring effective	
	Focus is on building assessment knowledge	learning and teaching	
(24 hours	and the skills required to plan, develop and		
	implement a range of assessment strategies,	apply assessment knowledge and skills in	
eq. lecture/	to engage in moderation activities to ensure	developing effective learning, teaching and	
	fair and consistent judgment of student	assessment plans.	
tutorial	learning, to analyse assessment data to		
time)	• •		
	inform future learning and teaching, and to		
	develop reports for various stakeholders.	Content of this module will be assessed	
		during the Hurdle Requirement in Module 7	
2	The Investigating Science Stage 6	Deconstructing the Stage 6 Syllabus,	
	Syllabus	including Stage 6 Depth Studies	
0	Teaching Life Skills in Stage 6	Writing Personal Education Plans and	
3	reaching Life Skills in Stage 0	adjusting outcomes	
		Teaching life skills students within a	
		mainstream class	
	Diagning a Stage Counit of Mark	Differentiating to ophing to most encoific	
	Planning a Stage 6 unit of Work Differentiation	Differentiating teaching to meet specific learning needs in Stage 6 (EAL/D students,	
4	Selecting content	Aboriginal and Torres Strait Islander	
	Selecting content	perspectives, Gifted and Talented students)	
		Modifying lessons to cater for specific	
		learning needs	
5	Introduction to a range of Science-specific	Evaluating some Stage 6 Assessment	
	assessment strategies	Tasks	
6	Inquiry Learning: Student Research	Projects and Depth Studies	
0			
	Revisiting the National Professional	Hurdle Requirement as class activity:	
	Standards for Teachers; Professional	Assessment and learning.	
7	Conduct and Ethics	Self and peer assessment. Moderation.	
	What sort of teacher do you want to be?	Feedback.	
	Where to next? Job readiness,	Reporting to parents and other key	
	accreditation, school expectations	stakeholders.	
	Professional associations	Completing myExperience feedback form	
		Goals for PE2	

6. COURSE CONTENT AND STRUCTURE

7. RESOURCES

Required Reading

Each student is required to obtain from the NESA website the following documents: Stage 6 Investigating Science Syllabus, and the Stage 6 Support Materials.

It is not necessary to purchase High School Science textbooks for this course. Textbooks will not usually be used during tutorials.

Other Readings

Bryson, B. (2004) A Short History of Nearly Everything, Black Swan, London Harrison, N (2008), *Teaching and learning in Indigenous education.* Oxford, Sydney Hazzard, J. (2004) The Art of Teaching Science: Inquiry and Innovation in Middle School and High School

Recommended websites

http://syllabus.nesa.nsw.edu.au/science/

Assessment Details

Assessment 1 (2 000 wd eq, 40%)

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

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

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.)

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 pare 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</u> <u>Professional Experience 1 during a normal assessment task and/or provided by the method</u> <u>lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher bmitted by

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.

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6952 SCIENCE METHOD 2

Student Name:

Student No.:

→ (+)

Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)
SPECIFIC CRITERIA
(-)

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6952 SCIENCE 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

(-) ____► (+)



Assessment, Feedback and Reporting

STUDE	NT TEACHER		
Name: zID:			Date:
Details			
Method		Topic/level	
Alī As	רSL Standard 5 sess, provide feedback and report on student le	arning	Comments
	Demonstrate understanding of assessment strategies and formal, diagnostic, formative and summative app student learning (5.1.1)	s, including informal roaches to assess	
H r	Has the purpose of the assessment task been described appropri Has the task been annotated appropriately to indicate what chang requirement could be improved? Does the marking rubric/style provide diagnostic information for th	ges in layout, language or	
	Demonstrate an understanding of the purpose of pro and appropriate feedback to students about their lea		
	Does the feedback allow the assessment to be used for formatives feedback expressed in appropriate language for the age/stage Does the feedback		
	-identify areas where the student needs to do more work? -indicate strategies to help the student improve?		
	Demonstrate understanding of assessment moderation application to support consistent and comparable jud learning (5.3.1)		
	Is the difference between ranking and moderation understood? Does the student recognise the importance of following marking g Can the student listen professionally to the opinions of others? Does the student express his/her point of view respectfully, and p evidence to support his viewpoint?		
	Demonstrate the capacity to interpret student assess student learning and modify teaching practice (5.4.1)	ment data to evaluate	
I	Is the student able to interpret that data accurately to make gener specific work samples they have collected? Is the student able to triangulate different forms of student assess can propose appropriate modifications to learning and teacl	sment data so that they hing?	
	Demonstrate understanding of a range of strategies for students and parents/caregivers and the purpose of k reliable records of student achievement (5.5.1)		
E t	Are feedback and reporting understood as separate tasks? Do the report comments provide succinct and helpful written inform he student is at in his/her learning? Has the student provided evidence that the Assessment Resource used to provide appropriate A, B, C, D, E grades?		
Comme	ents:		

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)