



School of Education

EDST6704
EAL/D METHOD 1

Term 1, 2020

Contents

- 1. LOCATION**
- 2. STAFF CONTACT DETAILS**
- 3. COURSE DETAILS**
STUDENT LEARNING OUTCOMES

3.

7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2, 3
-------	--	---------

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	4, 7	1
Information and Communication Technologies	1	1, 2, 3
Literacy and Numeracy	1, 3, 4, 5, 6, 10, 12	1, 2, 3
Students with Special Educational Needs	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19	2

Teaching Students from Non-English-Speaking Backgrounds

	<u>Teaching EAL/D Learners in KLA English</u> NESAs 7-10 English Syllabus Linking the Scales to the English Syllabus	
6	<u>EAL/D Pedagogy: Theory into Practice</u> The EAL/D Teaching Sequence Organisation of classroom activities Promoting inclusive student participation and engagement in the classroom Interactive Task Design	Discussion of reading Week 6 Strategies for inclusion, participation and engagement Providing clear directions Transitions between activities Teacher/Student Talk Group design of a lesson related to one student profile Compulsory Reading for Week 7: Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 5
7	<u>Explicitly teaching reading to EAL/D learners</u> Three Cueing Systems Four Resources Model Pre, During and Post Reading	

Assessment Details

ASSESSMENT 1: (40%) 2,000 words equivalent

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

Due: Week 6

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* to help identify the language you will need to teach the students
 - Use the standard SED lesson plan format
 - Demonstrate knowledge of a variety of EAL/D teaching strategies
 - Map all aspects of teaching to EAL/D pedagogy
 - (One lesson plan: 1 000 words equivalent)
2. Create and submit all teaching resources necessary for the lesson. Briefly identify and describe **strengths** the existing KLA lesson had for EAL/D learners. (250 words)
3. Identify and explain the main **challenges** the original lesson poses for EAL/D learners, making reference to the demands of the unit and the language and cultural differences of EAL/D learners. (200 words)
4. Explain how you attempt to support students to meet the language demands of the original lesson by making reference to your adapted lesson, relevant course readings, EDST6704 lectures and tutorials. (200 words)
5. Explain how you would adapt or modify your lesson:
 - a) for a student who has had interrupted schooling (e.g. a refugee) (150 words)
 - b) for an indigenous student who has English as an additional dialect (150 words)

NOTE: The word count in brackets is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

ASSESSMENT 2: (3,500 words, 60%)

Prepare an outline for a unit of work for a class with learners on levels 3/4 on the ESL Scales. The unit of work should cover the first five lessons; 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
- state precisely what you want the students to learn in this unit and why it is important
- justify your choice of topic to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge so that they can progress to Levels 4/5.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity

Include outlines only for other teaching materials required.

HURDLE REQUIREMENT

Assessment 3: MICROTEACHING

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

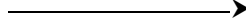
Student Name:

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.					

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:
Details		