



School of Education

EDST6706  
Geography Method 1

Term 1, 2020







6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2,3
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2

#### NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1,2
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	1,3
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1,2
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,2
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1,2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1,2,3

4.



<p>9 29 April</p>	<p>Stage 4 Geography Importance of Literacy</p> <p><b>National Priority Area Elaborations D1- D19</b></p>	<p><b>Tutorial:</b> Making literacy the focus of each lesson</p> <p><b>Teaching Strategy Focus:</b> Creativity in the classroom</p>
<p>10 6 May</p>	<p>Teaching about the place of Australia in the World and the Asia Pacific Region</p> <p><b>National Priority Area Elaborations C1- C14</b></p>	<p><b>Tutorial:</b> GIS/Multimedia</p>

## **7. RESOURCES**

The Flipped Classroom,

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





## Assessment Details

### Assessment 1 (2 000 wd eq, 40%)

**Due Date: 5pm, Thursday March 26<sup>th</sup>, 2020 (Online submission via Moodle)**

Plan and design one 60-minute lesson for a mixed-ability Stage 4 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 to cater for some students is 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
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

### Assessment Criteria for the written component

- \* design effective lesson sequences suitable for a variety of Stage 4 students
- \* plan a logical, sequential, cohesive unit of work
- \* write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- \* use a variety of pedagogies appropriate to the material to be delivered
- \* show knowledge of the NESA Geography syllabus and curriculum documents

**Assessment 2 (3500 wd eq, 60%)**

**Due Date: 5pm, Thursday May 7<sup>th</sup>, 2020 (Online submission via Moodle)**

Prepare an outline for a unit of work for a Stage 5 class. 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 and why it is important

## HURDLE REQUIREMENT

### ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed SED template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE: If a student is asse**

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FEEDBACK SHEET  
EDST6706 GEOGRAPHY METHOD 1

Student Name:  
Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-)	<input type="checkbox"/> <input type="checkbox"/> (+)
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**Learning Goals**

Ability to identify a clear and appropriate learning goal

Ability to link this goal to appropriate syllabus outcomes

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FEEDBACK SHEET  
EDST6706 GEOGRAPHY METHOD I**

Student Name:

## Microteaching Feedback Form for Pre-service Teacher

### STUDENT TEACHER

Name:	zID:	Date:
<b>Details</b>		
Method	Topic/level	
<b>Standards</b>		<b>Comments</b>
<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <p>Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)</p> <p>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</p> <p>Were relevant linguistic structures and features and literacy/numeracy knowledge and skills integrated into the lesson? (2.5.1)</p> <p>Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</p> <p>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</p> <p>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</p>		
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <p>Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</p> <p>Were instructions, explanations and questioning techniques effective? (3.3.1)</p> <p>Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</p> <p>Was students understanding continually monitored and achievements of the learning outcomes noted? (3.6.1)</p>		
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <p>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</p> <p>Were activities well organised and direction clear? (4.2.2)</p> <p>Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</p>		
Comments:		

Lecturer:

Date:

Satisfactory/Unsatisfactory (circle)

