

School of Education

EDST6927

Contents

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6927 Chemistry/Biology Method 1 (6 units of credit)
Term 1 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Oriana Miano
Email:

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Chemistry/ <i>Biology Stage 6 Syllabus</i> and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 3
4	Plan teaching strategies which effectively communicate scientific thinking and problem-solving techniques; planning, conducting and communicating results of investigations; and central ideas in Chemistry/Biology and common student misconceptions	1, 2
5	Design and evaluate formative assessment strategies and include assessment for learning and as learning opportunities in Chemistry/Biology	1, 2
6	Select appropriate resources, including ICT, to engage students and expand learning opportunities	2
7	Describe strategies that support students' wellbeing and safety in the Chemistry/Biology classroom setting, including curriculum and legislative requirements.	2
8	Practice the ethical and professional values expected of teachers	3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 3
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.	1, 2, 3
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2, 3
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2, 3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1, 2, 3
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2, 3

Microteaching

7

Planning Units of Work: using the
Stage 6 Chemistry/Biology
Syllabus
Using NESA support materials

Content selection and scope of content for

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, 4.2.1, 4.4.1	A. 4, 7 C. 1, 3, 4, 5 D. 1,3, 4, 5, 8, 9, 10 F. 4	Wednesday 25/3/2020 By 5.00pm
Assessment Task 2 Unit of Work	3500 words equiv.	60%	1, 4-7	1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1.		

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 CHEMISTRY OR BIOLOGY

Prepare an outline for a unit of work for a Stage 6 class. If you prepared a Biology lesson plan for Assessment 1, the unit of Work should be for Chemistry, and vice versa. 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
- state precisely what you want the students to learn and why it is important
- describe and justify your choice of context 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 diverse range of learners
- describe the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit outline should be in a standard format that will be explained and investigated during lectures and tutorials. You will receive a **template** for the unit outline which you must use.

Your unit of work must have an embedded context and employ a logically sequenced series of lesson outlines, utilising a **variety of teaching strategies**. There should be potential for student engagement with the material taught.

Include:

- syllabus content statements for each lesson
- a description of the activities in 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/practical activity
- outlines only for the other teaching materials required

The assessment task is to be converted to a PDF with the student name in the title of the file and submitted via Moodle.

NB. ALL OUTCOMES AND CONTENT STATEMENTS MUST BE WRITTEN AS FULL STATEMENTS, ACCOMPAN

HURDLE REQUIREMENT

ASSESSMENT TASK 3 - MICROTEACHING

Micro

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6927 CHEMISTRY/BIOLOGY METHOD 1

Student Name:

Student No:

Assessment Task 1 – Lesson Plan, Stage 6

SPECIFIC CRITERIA	(-)	—————▶			(+)
Understanding of the question or issue and the key concepts involved Rationale for lesson plan addresses 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? Rationale supported using references indicating your professional reading					
Depth of analysis and/or critique in response to the task appropriate topic choice for the year group appropriate choice of outcomes and lesson content appropriate choice of context demonstrates knowledge of effective teaching and learning strategies appropriate selection of student activities depth of knowledge of the NSW syllabus documents and other relevant curriculum documents links between syllabus outcomes and the chosen activities evident					
Familiarity with and relevance of professional and/or research literature used to support response reference specifically to material, research and ideas presented in Chemistry/Biology method lectures					
Structure and organisation of the response appropriateness of overall structure of response clarity and coherence of organisation; logical sequence use of appropriate format					
Presentation of response according to appropriate academic and linguistic conventions clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					

GENERAL COMMENTS

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6927 CHEMISTRY/BIOLOGY METHOD 1

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:

zID:

Date: