









### **National Priority Area Elaborations**

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

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Students need to understand the NESA English (ESL) syllabus in order to teach it effectively. In addition they need to develop skills in assessment for learning, including backward mapping a unit of

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## 5. TEACHING STRATEGIES

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Assessment for Learning	2000 words	40%	1, 4, 5	1.3, 2.1, 2.3, 5.1, 5.3, 5.4	A 2, 4, 8, 11 D. 1, 2, 3 F. 1,3, 5, 6, 7, 9, 11	23 August 5pm
Assessment 2 Unit of work	3000 words equivalent	60%	2, 3, 4	1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 3.6, 5.1	C. 4, 5, 7, 8 E. 2, 3, 6, 9 F. 1, 4, 6, 7, 8	12 September 5pm
Hurdle requirement Assessment, Feedback and Reporting	S/U	Hurdle requirement	5, 6	5.1, 5.2, 5.3, 5.4, 5.5	D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19 E. 2, 3, 6, 9 F. 3, 4, 5, 6, 7	8 August in class

*Students are required to follow their lecturer's instructions when submitting their work for assessment.* All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

**Assessment 1 - Assessment for EAL/D Learning details**    Approx. 2,000 words

**PART ONE**

Briefly describe your teaching focus for a unit of work in Year 11 Preliminary EALD English  
Module B Close Study Text)





**Assessment 2:** Approx. 3,000 words





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 parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

**NOTES:**

**The student work samples must be authentic.**



## 8. RESOURCES

### *Required Readings*

Gibbons, P. (2009), *English Learners Academic Literacy and Thinking in the Challenge Zone*, Heinemann.

ESL Scales (1994) Curriculum Corporation, 1994

Hawke, R. (2016). *Dear Pakistan*, Rhiza Press **ISBN:** 9781925139549

Harrison, Jane,

<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.