



School of Education

EDST6706
Geography Method 1

Term 1 2021

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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.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NESA Geography Syllabus and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1,2
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	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2
6	Practice the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
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
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	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	

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	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. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals

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approaches to learning and the use of a range of teaching strategies to foster interest and support learning

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	The Legend of the Geography Teacher: Walking in the footprints of the greats National Priority Area Elaborations A4-A5, B1	Tutorial: Country and First Peoples - the importance in Geography
2	Planning Lessons and Programming Units National Priority Area Elaborations A8	Tutorial: Exploring the Landscapes and Landforms Unit
3	Building Capacity in Mapping Skills National Priority Area Elaborations B 6, F9-11	Tutorial: Exploring the Place and Liveability Unit Microteaching
4	Using Spatial Technologies in the Classroom National Priority Area Elaborations B7	Tutorial: Exploring the Water in the World Unit Microteaching
5	Fieldwork: The Heart of Geography National Priority Area Elaborations A8 – A10	Tutorial: Exploring the Interconnections Unit (Stage 4) Microteaching
6	Visual Representations National Priority Area Elaborations C6 – C13	Tutorial: Exploring the Sustainable Biomes Unit Microteaching
7	Thinking Routines in Geography National Priority Area Elaborations B9-B10	Tutorial: Exploring the Changing Places Unit Microteaching
Week 8		Method Break
9 (F2F)	Assessment in Geography National Priority Area Elaborations A1-A3, A6 - A7, B3-B5, E1-E9, F1 -7	Tutorial: Exploring the Environmental Change and Management Unit
10	Graphs and Statistical Skills National Priority Area Elaborations D1- D19	

Professional Associations

Geography Teachers Association

<http://www.gtansw.org.au>

Australian Geography Teachers Association

<http://www.agta.asn.au>

GTANSW Teachers of HSC Senior Geography Facebook Group

<https://www.facebook.com/groups/841307156040600/>

Assessment Details

Assessment 1 (2000 word equiv, 40%)

Due Date: Thursday March 25th, 2021 by 5pm

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

Assessment 2 (3500 word equiv, 60%)

Due Date:

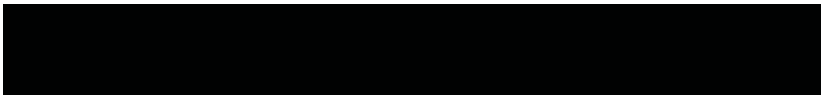
**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6706 GEOGRAPHY METHOD I**

Student Name:

Student No.:

Assessment Task 2: **Unit of work, Stage 5**

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question or issue and the key concepts involved Design effective, creative lesson sequences for a variety of Stage 6 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key legal studies terms and concepts) Use a variety of legal studies pedagogies appropriate to the material to be delivered</p>					
<p>Depth of analysis and/or critique in response to the task backgrounds and their effect on learning (explicit or implicit) Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English-Speaking Background students; Students with Challenging Behaviours</p>					
<p>Familiarity with and relevance of professional and/or research literature Reference specific material, research and ideas presented in the Legal Studies</p>					



STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	

Standards	Comments
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A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)

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)

Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)

Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)

Was a clear and coherent sequence of activities undertaken