

School of Education

EDST6920

Ancient

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1. LOCATION

Faculty of Arts, Design & Architecture

School of Education

EDST6920 Ancient History Method 1 (6 units of credit)

Term 1 2021

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW <i>K-10 History Syllabus</i> and the depth of subject and pedagogical knowledge, including current issues, required to implement the syllabus and demonstrate the role of History in the broader school curriculum	1,2
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, differentiate and teach effective lessons to engage all students, address relevant syllabus outcomes, ensure a safe learning environment, embed Aboriginal and Torres Strait Islander Histories and Cultures in History, assist and enhance development of literacy and numeracy	1,2
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2
6	Practise the ethical and professional values expected of teachers	1,2

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	1,2
1.2.1	Demonstrate knowledge and understanding of the Australian Curriculum, including the Australian Curriculum: History, and the Australian Curriculum: Civics and Citizenship, and how these may affect learning	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	<ul style="list-style-type: none">x Introduction to Stage 4 and 5 History in NSWx Stages 4 & 5 in the History K-10 Syllabusx Programming Stages 4 & 5 (scope and sequences)	

10 x **Indigenous Perspectives in Stage Four and
Five History**
x

Assessment Details

Assessment Task 1: Lesson plan, Stage 4

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 (600-800 words). 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.

In your lesson plan outline, make sure you:

- x choose an appropriate topic for the year group
- x support your rationale using references indicating your professional reading
- x choose appropriate outcomes and lesson content
- x demonstrate knowledge of effective teaching and learning strategies
- x

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 template**, including a statement of expected learning outcomes (see assessment 1 on page 10)
2. A 10-minute mini-lesson.

Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, **you must demonstrate the use of a literacy or numeracy strategy**, relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

1. Initial Lesson Plan: All students must submit their proposed lesson **plan as Assessment task 1**. The feedback will be designed to help facilitate a successful microteaching experience.

Notes

1. **Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.**
2. **Micro-teaching:** 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.

A student who is assessed as unsatisfactory in microteaching will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson plan, Stage 4**

SPECIFIC CRITERIA



UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Unit of work outline, Stage 4**

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> x Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4. x Demonstrate clarity and accuracy in use of key terms and concepts in History teaching. x Demonstrates knowledge and understanding of NSW History Syllabus options for Stage 4. x Demonstrate clear links to syllabus outcomes. x Demonstrate coherence between syllabus outcomes and chosen strategies. 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> x Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 4. x Demonstrate ability to plan specific lessons for History teaching and learning experiences. x Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students. x Demonstrate knowledge of resources to engage and extend students. 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> x Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 			
Structure and organisation of response <ul style="list-style-type: none"> x rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies x demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 			
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> x Unit outline and rationale meet appropriate academic and linguistic conventions 			

GENERAL COMMENTS/RECOMMEN1s34 396.24 0.72003 ref442.14 319.28 0.72 0.78003 ref442.86 319.34 21.9

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name: _____ zID: _____ Date: _____

Details

Method	Topic/level
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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.[the])T&TQq24.964.96 455.26 396.06