



School of Education

EDST6924

Earth and Environmental Science Method 1

Term 1 2021

Contents

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS.....	3
STUDENT LEARNING OUTCOMES	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	4
NATIONAL PRIORITY AREA ELABORATIONS	5
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	6
5. TEACHING STRATEGIES.....	6
6. COURSE CONTENT AND STRUCTURE	7
7. RESOURCES.....	9
8. ASSESSMENT	10

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 NSW <i>Earth and Environmental Science 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 Earth and Environmental Science and common student misconceptions	1,2
5	Design and evaluate formative assessment strategies and include assessment <i>for</i> learning and as learning opportunities in Earth and Environmental Science	1,2

3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 2, 3
3.5 .1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 2, 3
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 3
4.4.1	and/or system, curriculum and legislative requirements.	1
	teachers to improve	2, 3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	2
B. Classroom Management	1	1,3
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12	1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Earth and Environmental Science classroom. Emphasis will be placed on the relationship between the nature and practice of Earth and Environmental Science, the role and value of Earth and Environmental Science in society and models of pedagogy for teaching and assessing in Earth and Environmental Science

6.

7	Planning Units of Work: using the Stage 6 Earth and Environmental Science Syllabus Using NESA support materials	Content selection and scope of content for effective lesson sequences for the Year 11 Earth and Environmental Science course Microteaching
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Week 8

Depth Studies: individual versus collaborative projects; presenting research/fieldwork reports

Method Break

9
asynchronous

7. RESOURCES

Each student is required to obtain from the NESA website the following documents: Stage 6 Earth and Environmental Science Syllabus and the Support Materials.

<https://syllabus.nesa.nsw.edu.au/earth-and-environmental-science-stage6/> .

It is not necessary to purchase secondary Earth and Environmental Science textbooks for this course. Textbooks will not usually be used during tutorials.

The Flipped Classroom,

Assessment Details

Assessment Task 1: Lesson plan

Plan and design one 60-minute lesson for a Year 11 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 strategies to cater for some students are

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-

HURDLE REQUIREMENT

ASSESSMENT TASK 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 **Year 11 lesson plan using the prescribed SED template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson.

Initial Lesson Plan: You are to prepare a lesson plan from Stage 6

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Student Name:

Student No.:

Assessment Task 1: **Lesson plan, Year 11**

SPECIFIC CRITERIA	(-) → (+)				
<p>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</p>					
<p>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</p>					
<p>Familiarity with and relevance of profess 0 0 1 2i4f508.74 505.72 0.72 108.18 ref5:</p>					

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Student Name:

Student No.:

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

