



School of Education

EDST6734  
EAL/D Method 2

Term 2 2021

## Contents

1.

## **1. LOCATION**

Faculty of Arts, Design & Architecture  
School of Education  
EDST 6734 EAL/D Method 2 (6 units of credit)  
Term 2 2021

## **2. STAFF CONTACT DETAILS**

Course Coordinatoreredu



6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

#### NATIONAL PRIORITY AREA ELABORATIONS

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

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

Students need to understand the NES English (EAL/D) syllabus in order to teach it effectively. In addition, they need to develop skills in assessment for learning, including backward mapping a unit of work, designed in assessment strategies and feedback to students. They need to develop their EAL/D pedagogical knowledge to create a range of teaching strategies. They are also required to develop their use of ICT as part of their range of strategies to support EAL/D learners and to develop engaging lesson activities. All of this needs to be taught in a practical, hands on environment in which students are given explicit modelling and opportunities to work collaboratively in a supportive environment to develop understanding and skills. Students should also feel comfortable tw, tfeegiesgit,tALD



		<ul style="list-style-type: none"> <li>• Effective feedback models (feedforward, self and peer reflection)</li> </ul> <p><b>Compulsory Reading:</b> Chapter 4 From Speaking to Writing in the Content Classroom (Scaffolding Language Scaffolding Learning, Gibbons, 2014)</p>
5	Strategies for teaching speaking and listening for Stage 6 EAL/D students	<ul style="list-style-type: none"> <li>• Creating engaging listening activities using a variety of resources</li> <li>• Examining Module D: Focus on Writing and appropriate teaching strategies</li> </ul> <p><b>Compulsory Reading:</b> Chapter 8 Listening: An Active and Thinking Process (Scaffolding Language Scaffolding Learning, Gibbons, 2014)</p>
6	<p>Scaffolding academic listening, reading and writing for Stage 6 EAL/D students</p> <p>On-line course evaluation</p>	<p><b>Hurdle Requirement as class activity</b></p> <ul style="list-style-type: none"> <li>• Assessment and learning</li> <li>• Self and peer assessment Moderation</li> <li>• Feedback</li> <li>• Reporting to parents and other key stakeholders</li> </ul> <p><b>Goals for PE2</b></p> <p><b>Compulsory Reading:</b> Chapter 6 Reading in a Second Language and Culture: Barriers and Bridges (Scaffolding Language Scaffolding Learning, Gibbons, 2014)</p>
7	Designing a unit of work for Stage 6	<ul style="list-style-type: none"> <li>• Balancing modes of learning in Stage 6</li> <li>• Practical application of designing a unit of work for Stage 6</li> </ul> <p><b>Compulsory Reading:</b> Chapter 7 Listening: An Active and Thinking Process (Scaffolding Language Scaffolding Learning, Gibbons, 2014)</p>

Gibbons, P. (2015), *Scaffolding Language Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*, Heinemann.

*ESL Scales* (1994) Curriculum Corporation, 1994

ACARA EAL/D Teacher Resource

<https://www.australiancurriculum.edu.au/resources/student-diversity/students-for-whom-eald/>

[http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW.

NESA Website: <http://.boardofstudies.nsw.edu.au>

The NESA website contains NSW syllabuses and external examinations as well as information on assessment plus updates on changes to curriculum and assessment links to related sites and a bookshop where support materials for syllabus and assessment can be downloaded or purchased.

NSW Department of Education and Communities website.

<http://www.curriculumsupport.education.nsw.gov.au/secondary/English/index>

This curriculum support website includes English units written for EAL/D learners that model EAL/D pedagogy.

**NESA ESL Standards Materials 2015**

<https://arc.nesa.nsw.edu.au>

**NESA ESL Stage 6 Syllabus**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

### ***Further Readings***

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*.



**8. ASSESSMENT**

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<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>National Priority Area Elaborations</b>	<b>Due Date</b>
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## **HURDLE REQUIREMENT FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate

- find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
- 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 formative11.1 1.325 TD[(us,

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6734 EAL/D METHOD

Student Name:

Student No.:

Assessment Task 1: **Scope and Sequence with Assessment Task for one year (Preliminary)**

SPECIFIC CRITERIA	(-)	_____	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understands the task and its relationship to relevant areas of theory, research and practice</li> <li>• Uses syllabus documents and terminology clearly and accurately</li> <li>• Sequences tasks and activities to suit logical learning progression</li> <li>• Integrates assessment task logically with learning intentions and learning sequence</li> <li>• Provides effective formative feedback for student sample</li> </ul>			

**Depth of analysis in response to the task**

- Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary
- Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines es6 65.048 BDCp1BDC Qq455.52e36.04 gB39.9

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Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA	(-) _____ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of selected Stage 6 course and syllabus outcomes</li> <li>• Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12</li> <li>• Integrates formative assessment strategies throughout the unit of work</li> </ul>					
<b>Depth of evidence in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of academic and cultural diversity</li> <li>• Includes a variety of pedagogical strategies to suit content of the Stage 6 course</li> <li>• Designs appropriate activities and outlines lessons in sufficient detail without providing full plans</li> <li>• Provides effective feedback opportunities to inform students of their progress</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to differentiate lessons to cater for</li> </ul>					

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	

**AITSL Standard 5  
Assess, provide feedback and report on student learning**

**Comments**

- A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)**
- Has the purpose of ess