School of Education

EDST6950
Ancient History Method 2

Term 2 2021

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Ancient History Syllabus documents, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Ancient History
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Ancient History to all key stakeholders
6	Identify the characteristics of an effective Ancient History teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiatintudentsnearuc

3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
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
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1		

7. RESOURCES

Harrison, N (2008). Teaching and Learning in Indigenous Education, Victoria, Australia Oxford University Press.

Marsh, C. (2004). Becoming a Teacher (3rd Edition), Longman: NSW, Frenchs Forest.

Essential Documents; Students must be familiar with:
NSW DET, (2003). Quality Teaching in NSW Public Schools, Sydney, NSW

Please note:

The following NESA syllabuses (2017) are mentioned. They are available at:

Ancient History: **http://syllabus.nesa.nswC 0 0 1s2 17.867t.9(n)d(s)5.8n,8 49·2 Tm()0.5 (u)5.8 (.9 Tm/ (l)3.1)-11.5**

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for a year: Preliminary	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11,19 E.7 F.9	Thursday 29th July by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Wednesday 25th August by 5pm
Hurdle requirement Assessment, Feedback and Reporting	In class Week 6	Hurdle requirement	5-6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16	

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 Ancient History Preliminary class (three terms).

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within **one** of the terms. Your scope and sequence must indicate when 0 Td[in)-3.2 (c)-23.1 (lu)-3.3 ()Tj7o(lu)

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 (eg 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

x   provide written feed8 (i)3.1 y((baci)3ed8 ki)3.13.1 (ed8 o3.1 y26.4 (i)3.1 1 (t)-13he si)3ed8 1 (t)-13ud3.1 y26.e

Student Name: Student No.:

Assessment Task 1: **Scope and sequence with an assessment task for a year (Preliminary)**

SPECIFIC CRITERIA	(-) ——————— h (+)

Understanding of the question or issue and the key concepts involved

  x   Understands the task and its relationship to relevant areas of theory,
       research and practice

  x   Uses syllabus documents and terminology clearly and accurately

  x   Sequences tasks and activities to suit logical learning progression

  x   Integrates assessment task logically with learning intentions and lear Raq4 691.96648.3.1 (l)3.2 (aq4 59(a)691 (es)-8

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FEEDBACK SHEET
EDST6950 ANCIENT HISTORY METHOD 2

Student Name: Student No.:
Assessment Task 2:

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	