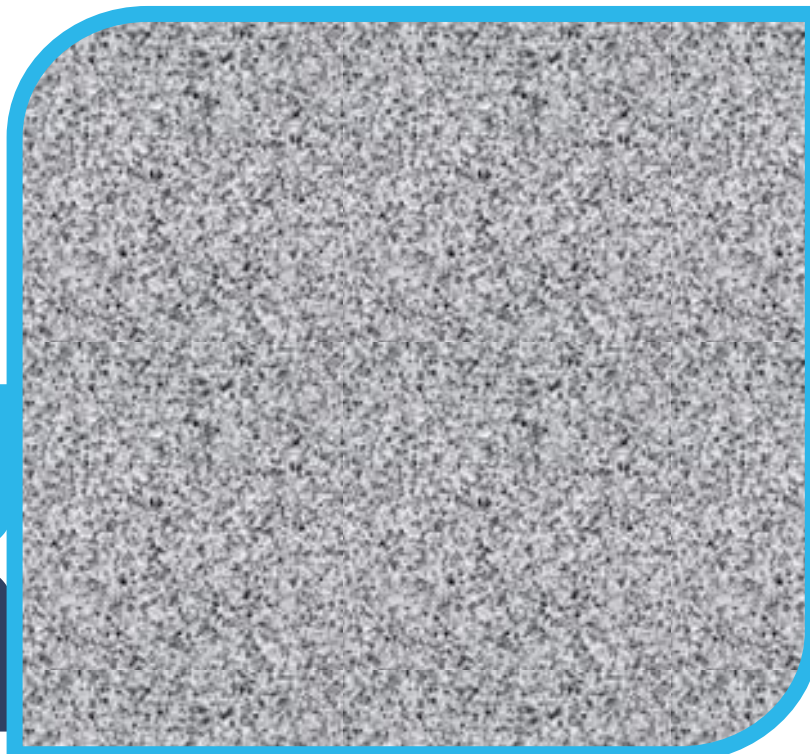




THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A

School of Education, Sydney Campus

# UNIT OUTLINE



ED2028

## Teaching Methods 2 History

2017

Semester 2

3478 Bachelor of Education  
(Secondary) & Arts

## General Information

<b>Credit Points</b>	25	<b>Delivery Mode</b>	Blended	
<b>Assumed Prior Knowledge /Special Skill Requirements</b>	ED1014, ED2017, ED3015, ED1004, ED1007, ED2016, Methods 1			
<b>Pre-requisite Unit/s</b>		<b>Co-requisite Unit/s</b>	ED3015 Professional Experience 3	
<b>Contact Hours per Week</b>	<b>Intensives:</b> 3 x 4 hours, 1 x 6 hours July 10 - 14	<b>Tutorial:</b> 6 x 2 hours October - November	<b>Individual:</b> Individual consultation required	
	<b>Lecture:</b> 2 x 4 hours October - November	<b>Lab Session/s:</b>	<b>Online:</b> Individual consultation required	
<b>Weekly Lecture/Tutorial Attendance</b>	6 weeks: 6 hours face-to-face, 2 hours online			
STAFF DETAILS				
<b>Role</b>	<b>Telephone</b>	<b>Email</b>	<b>Office Location</b>	<b>Availability</b> <small>(in addition to appointments made on an individual basis)</small>
Unit Coordinator Dr Shannon Kennedy-Clark		<a href="mailto:Shannon.kennedy-clark@nd.edu.au">Shannon.kennedy-clark@nd.edu.au</a>	Level 5, NDS5	Email for appointment
Lecturer Dr Shannon Kennedy-Clark			Level 5, NDS5	Email for appointment
Tutor Christine Gietz				By appointment
School's Senior Administration Officer		<a href="mailto:sydney.education@nd.edu.au">sydney.education@nd.edu.au</a>	Level 6, NDS5	School of Education Office Hours

## Unit Outline Statement

This Unit Outline provides students enrolled in the unit at The University of Notre Dame Australia with important information regarding the unit's outcomes, lecture and tutorial times, program outline, assessment structure, resources and texts. Students are expected to have read and understood this Unit Outline in conjunction with the University's *General Regulations* and any other relevant Regulations, Policies, Guidelines or Procedure.

The *General Regulations* and other relevant Regulations can be accessed at

<http://www.nd.edu.au/university/regulations.shtml>.

University Policies and Guidelines can be accessed at

<http://www.nd.edu.au/current-students/studentadministration/policiesregulations.shtml>.

### Communication to Students (Email & Learning Management System)

It is likely that communications for this unit will be conveyed to students via their Notre Dame email account and to the Learning Management System (Blackboard) noticeboard. It is the responsibility of all students of the University (and a condition of enrolment) to check this email account on a weekly basis as all emails to a student email account shall be deemed to have been received, as indicated in the *General Regulations* [Chapter 9]. The unit's Blackboard noticeboard should also be checked on a regular basis. The login page for Blackboard can be accessed at <https://learnit.nd.edu.au/>. All relevant material for this unit will be found on Blackboard. All students enrolled in this unit will automatically be enrolled in this unit on Blackboard.

**Feedback for Students**

The University appreciates student input into its quality processes. Various strategies are used (e.g. Teaching and Unit Content Evaluations, course reviews, review by School or unit coordinator, external accreditation) and on the basis of the most recent feedback, some of the changes/improvements made to this unit are:

**Version Control**

Semester/Year	Coordinator	Changes
2014	Shannon Kennedy-Clark	Revision of course content and assessment structure
2015	Shannon Kennedy-Clark	Development of online modules and website
2016	Shannon Kennedy-Clark	Revision of assessments and course content
2017	Shannon Kennedy-Clark	Revision of course content and mode of delivery

**1. Unit Description**

In this unit students will extend their skills and further develop aspects of pedagogy, assessment and inclusive learning within their Key Learning Area (KLA). This is the second of two KLA specific units that students will undertake in their undergraduate studies. Building upon students' expertise in History, the focus in this unit is on applying new skills in the development of a complete unit of work and authentic assessment tasks for the senior electives in History. The unit will cover the NSW Board of Studies Higher School Certificate syllabus, in accordance with the Australian Curriculum for History with a particular focus on differentiation and inclusiveness. Students will master their understanding of History and the teaching of History through advanced KLA-specific pedagogical skills, such as problem-based learning and brain-based learning theory. Students will advance their learning with regard to meeting the diverse needs of learners in History.

**2. Unit Learning Outcomes**

At the completion of this unit a student should be able to:

Outcomes	Description
2.1	Devise learning experiences based on appropriate KLA specific pedagogy with a focus on: structuring learning sequences, motivation, student outcomes, resourcing demands, and the diverse needs of students.
2.2	Engage in critical thinking and reflection with regard to History and in relation to models of pedagogy and instructional strategies.
2.3	Acquire a range of methods for monitoring, assessing and reporting student learning
2.4	Demonstrate knowledge of History subjects in terms of futures orientation focused on the rich diversity of the Australian people and their distinctive position within the Asia-Pacific region.

**Accreditation**

This unit has been accredited by the Australian Institute for Teaching and School Leadership (AITSL). This unit has been aligned with the National Professional Standards for Teachers (Graduate), as prescribed by AITSL. For this unit, the following Graduate Standards apply:

Standard	Description	Assessment
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
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	3
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1

3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	2
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	1
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	3
5.2.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	3
5.3.1	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	3

### 3. Graduate Attributes & Professional Outcomes

Notre Dame's Graduate Attributes are the generic qualities, skills and understandings which the University aspires to develop in its students:

Generic Graduate Attributes	Graduate Abilities
1. Communication	The ability to communicate effectively in all domains within a range of contexts, using oracy, literacy, numeracy and information skills.
2. Critical and Reflective Thinking	The ability to be a reflective practitioner with sound decision making abilities, through the use of clear, critical and creative thinking and effective problem solving skills.
3. Technical Competence & Interdisciplinarity	A comprehensive technical knowledge of a field of study, in addition to inter-professional knowledge extending beyond a single discipline.
4. Life-long Learning	Acceptance of personal responsibility for ongoing life-long learning and professional development, with a capacity to be self-directed and utilise effective time-management skills.
5. Ethical Responsibility	A capacity for high ethical standards both personally and professionally, underpinned by the ability to apply ethical thinking skills to social/societal problems and challenges.
6. Philosophical and Religious Approaches to Life	The ability to be an open and reflective individual, sensitive to and accepting of others' values and beliefs, whilst recognising and challenging prejudice and bias from a sound intellectual base.
7. Team work	A capacity to contribute in a positive and collaborative manner in order to achieve common goals.
8. Research and Information Retrieval Skills	The ability to construct new concepts or create new understandings through the process of research and inquiry.
9. Internationalisation	A capacity for international and global perspectives based on an understanding and appreciation of social and cultural diversity and individual human rights.
10. Commitment to Active Citizenship	A commitment to connect with and serve the community through active participation, engagement and reflection.

### 4. Attendance & Absence

In accordance with the *General Regulations and School Regulations*, it is expected that a student enrolled in this unit shall attend all the sessions timetabled for this unit. Attendance will be recorded for lecture, tutorial, workshop, laboratory and seminar sessions where a minimum 85% attendance rate is required. Attendance will not form part of any assessment for this unit. Also:

- Late arrivals and early departures will be marked as partial attendance.
- Children are not to be present at sessions. Personal childcare arrangements should be made.
- Students are to attend the sessions for which they signed up. Unit Coordinators and tutors cannot change sign-up arrangements and are not able to approve a change of session. Any change to sign-up arrangements must be done by the School of Education's Administrative Officers via a student email request to [sydney.education@nd.edu.au](mailto:sydney.education@nd.edu.au)

### 5. Assessment (SEE ALSO SECTION 10 - ACADEMIC INTEGRITY)

Students must ensure they have read and understood University information which is available and relevant to assessment. This includes but is not limited to the *General Regulations* [Chapter 6], relevant School Regulations and any other policies, guidelines and procedures relating to assessment which appear on the University's website.

Also:

- Submission of pieces of assessment – refer to General Regulation 6.2 and School Regulations
- To pass the unit, a student must complete all of the prescribed assessment requirements.
- Assignments must be word-processed.
- Extension on submission of a piece of assessment – refer to General Regulation 6.2 and School Regulations
- Requests for extensions of time are approved only in exceptional circumstances and must be made in advance of the due date via a *Request for Extension* form to the unit coordinator; (the form is available on the UNDA website). An assessment item that is submitted after the due date without approval for extension or after an extension date will incur a penalty of 10% of the total value of the assessment item for each calendar day that it is overdue.
- Late submission and penalties for pieces of assessment - refer to General Regulation 6.4 and School Regulations
- Requesting re-submission of a piece of assessment – refer to General Regulation 6.14
- Requesting re-marking of a piece of assessment – refer to General Regulation 6.15
- Deferred and Supplementary Examinations – refer to General Regulations 6.6 and 6.7 and the *Guideline: Deferred and Supplementary Examination*
- Access to Examination Scripts – refer to General Regulation 6.24
- Appeals – refer to General Regulations Chapter 9.
- Students are provided with an ND student email account address and all email communications will use the ND (Notre Dame) student email address.
- Students can redirect their ND email to a personal ISP address/account.
- Students should access their ND email account on a regular basis to check for University communications.

In taking this unit the student agrees to all required pieces of assessment potentially being submitted to **Turnitin** text-matching software for review to detect plagiarism. All submitted papers may be retained as source documents in the Turnitin reference database, solely for plagiarism detection purposes. Use of Turnitin is subject to the Usage Policy on the Turnitin.com site ([http://turnitin.com/en\\_us/privacy-center/usage-policy](http://turnitin.com/en_us/privacy-center/usage-policy)).

### 5.1 Assessment Structure

Further details on assessment requirements and marking rubrics will be provided to students as additional documents which can be accessed from the unit website. Please note that all assessments must be submitted before the due date (i.e. early submissions are accepted).

Item N <sup>o</sup>	Assessment Type	Weighting %	Due Date	Related to Learning Outcome N <sup>os</sup>	Related to Graduate Attribute N <sup>os</sup>
1	ICT Resource	25	10 Nov	2.1, 2.2, 2.3, 2.4	1,2,3,4,5,6,7, 8, 9,10
2	Unit of Work	50	6 Nov	2.1, 2.2, 2.3, 2.4	1,2,3,4,5,6,7, 8, 9,10
3	Critical reflection	25	10 Nov	2.1, 2.2, 2.3, 2.4	1,2,3,4,5,6,7,8,9,10

### Assessment Descriptions

1	<b>Stage 6 ICT Resource</b>	<b>25 %</b>
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**Aim:** Students are to plan and build an ICT resource (website) based on the stage 6 unit of work (assessment 2)

**Due:** Friday 10 November (submission to lecturer, time allocated during semester)

**Purpose:** The purpose of this assessment is for students to be able to articulate a unit of work as an ICT resource that can be used in class. The ICT resource can also be used as part of the professional portfolio for accreditation and to demonstrate that students have achieved the requirements for the professional standards.

**Details:** Using your unit outline, build a website for a Stage 6 unit of work in your KLA. The website must include:

- A home page
- A contact page/reflection page

- Teachers' page with syllabus outcomes
- Assessment tasks (formative and summative including rubrics)
- Between 3 - 5 other pages (content pages)
- The website must demonstrate inclusion and differentiation
- The website must utilise a range of learning and teaching strategies appropriate for stage 6

Weebly, wix and wordpress are all fairly stable. You will be allocated a time to demonstrate your website to the lecturer.

<b>2</b>	<b>Stage 6 Unit of Work</b>	<b>50%</b>
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**Aim:** students are to plan and develop a stage 6 unit of work in their KLA.

**Due:** Week of Monday 6 November (submission to your tutor during the tutorial)

**Purpose:** The purpose of this assessment is for students to be able to demonstrate that they can plan and develop a unit of work that incorporates a range of learning and teaching strategies to support the diverse learning needs of the stage 6 classroom. The unit can also be used as part of your professional portfolio for accreditation and to demonstrate that you have achieved the requirements for the professional standards.

**Details:** You need to develop a unit of work for a year 11 class. The tutors will provide guidance on this task during the tutorials.

The unit of work must include:

- 20 lessons based on Stage 6 concept
- Learning Outcomes
- Teaching strategies
- Differentiation strategies
- Assessment outline (formative and summative)
- Assessment rubric/feedback sheet
- 10 pages maximum

<b>3</b>	<b>Critical Reflection</b>	<b>25%</b>
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**Aim:** The aim of this task is for students to critically reflect upon their presence in the classroom as a teacher

**Due:** By Friday 10 November. The reflection is to be submitted during the one-to-one session. Allocation to a one-to-one session will be arranged during the first lecture after professional experience in October.

**Purpose:** The purpose of this task is to give students the opportunity to demonstrate their teaching and to be video recorded. Students are to critically reflect upon the video recording in order to improve their skills as teachers. Student are to discuss in a written submission how they achieve intended professional standards for a graduate level teacher.

**Details:** During the semester, you teach a 5 minute micro lesson from your unit of work or an existing lesson plan. The micro lesson will consist of your introduction to the class and your instructions (i.e. select a lesson where you introduce an activity and give instructions). You need to arrange for a peer to record your presentation on your own device. Using the video as evidence, you must critically reflect upon:

- Your communication skills (body language, voice, pace, gestures, posture etc.)
- Your lesson plan
- Your instructions

Submission is in the form of a 1000 word reflective essay on your strengths and areas to focus upon in your final internship. You will present the video and submit the reflection in a one-to-one feedback session with the lecturer.

- The 1000 word reflection must address how you met the Professional Standards in your micro teaching (you can address standards relating to all aspects e.g. communication, planning)
- You need to be specific about which standards you addressed and how you met them (i.e. give the standard and explain how you achieved or did not achieve the standard).
- The critical reflection can raise issues from your professional experience
- Refer to relevant theories and/or approaches where relevant

**Note:** You can arrange to borrow an IPad from the School of Education if you do not own your own mobile device with sufficient capacity to record a 5 minute video.

## 5.2 Referencing Style

For this unit, the referencing style to use is: American Psychological Association 6<sup>th</sup> edition (APA) for in-text style.

Students can access support materials for this style in the Referencing Guide available via [University Library Homepage](#).

Questions about applying styles should be directed to the University Library. Contact details are available via [University Library Homepage](#).

## 5.3 Submission of Assignments

In this unit you may be required to submit electronically via a digital drop-box in Blackboard. Make sure your file is clearly named with the Unit Code, your surname, and student number (e.g. EDXXXX\_Jones\_20143124). You do **not** need the University Cover Sheet. However, when you submit electronically you are signalling your confirmation of the following declaration:

*This assignment is my own original work. No part of this work has been copied from any other source or person except where due acknowledgement is made, and no part of the work has been previously submitted at this or any other institution. I have read the Student Academic Integrity Policy and understand its implications. For the purposes of assessment and standards, I give the university permission to retain this assignment; provide a copy to other assessors; and evaluate its academic integrity through the use of a plagiarism checking service (which may store a copy of the assignment on its database for future plagiarism checks).*

If you are submitting a hard-copy, electronic versions of Assignment Cover Sheets are available via [University Library Homepage](#).

The following formatting/presentation specifications must be followed for assignment submissions:  
Where appropriate

- Times new roman 12pt
- Double line spacing
- Single side (if printed)
- Header (name, student ID and assessment, 8pt)
- Footer (page number centred, 8 pt)

## 6. Unit Program

WEEK	TOPICS/CONTENT/LEARNING EXPERIENCES	
	Lectures	Tutorials/Workshops etc.
<b>July Intensives (Monday to Friday) Before Professional Experience</b>		
Mon 10 July 10 – 2pm	Pedagogical Imperatives of Teaching Senior Years Differentiation	Designing an Action Research Project
Tue 11 July 10 – 2pm	Assessment and testing <ul style="list-style-type: none"> <li>• Formative and summative assessment</li> <li>• Designing rubrics</li> <li>• Assessment validity</li> </ul>	Giving feedback to support learning Teaching and Learning Strategies <ul style="list-style-type: none"> <li>• Problem Based Learning</li> <li>• Small Group Learning</li> <li>• Brain-Based Learning</li> <li>• Inquiry-Based Learning</li> </ul>
Wed 12 July 10 – 4pm	Assessment, numeracy and Learning Data <ul style="list-style-type: none"> <li>• Introduction to Learning analytics</li> </ul>	Using Learning data for assessment of student learning <ul style="list-style-type: none"> <li>• Using evidence to support learning</li> <li>• Teacher numeracy</li> </ul>
Thur 13 July	Classroom and Behaviour Management	ICT in the Senior Curriculum <ul style="list-style-type: none"> <li>• Using mobile devices to support learning</li> <li>• Investigating and debunking the myth of digital natives</li> </ul>

10 – 2 pm	<ul style="list-style-type: none"> <li>• Guest Lecture (David Short)</li> <li>• Guest Lecture (Counselling)</li> <li>• Exploring authentic learning through ICT in the senior curriculum</li> <li>• Building websites and ICT resources</li> </ul>	Micro Teaching
Friday 14 July  10 – 2pm	Writing for Learning & Enhancing Personal Literacy <ul style="list-style-type: none"> <li>• Designing literacy (spoken and written) activities for the senior curriculum</li> <li>• Scaffolding senior writing</li> </ul> Embedding literacy into the senior curriculum	Designing an Action Research Project
<b>Six Week Semester Post Professional Experience</b>		
1  2 Oct	Debrief – critical reflection of professional experience 3	The Senior Curriculum <ul style="list-style-type: none"> <li>• Differentiating Lesson Plans</li> <li>• Introduction to the Senior Syllabi</li> <li>• Online activity</li> </ul>
2  9 Oct		Feedback and marking <ul style="list-style-type: none"> <li>• Giving feedback, Evaluating work samples</li> <li>• Writing personalised learning plans for senior students</li> <li>• Review different assessment samples</li> <li>• Assessment creation process</li> <li>• BOSTES assessments: HSC Assessing and responding to the needs of senior students</li> <li>• Authentic Assessment</li> <li>• Assessment &amp; Learning</li> <li>• Diagnostic, Formative, Summative</li> <li>• Writing reports</li> <li>• Online activity</li> </ul>
3  16 Oct		Planning a stage 6 Unit of work <ul style="list-style-type: none"> <li>• Planning a unit</li> <li>• Online activity</li> </ul>
4  23 Oct	Individual Consultations	Learning and teaching strategies in stage 6 <ul style="list-style-type: none"> <li>• Logical Planning and Sequencing</li> <li>• Online activity</li> </ul>
5  31 Oct	Individual Consultations	Academic literacy and numeracy in stage 6 <ul style="list-style-type: none"> <li>• Teaching Writing and Literacy in your discipline</li> <li>• Online activity</li> </ul>
6  6 Nov	Debrief and unit conclusion <i>Teaching and/or Unit Evaluations</i>	ICT in stage 6 <ul style="list-style-type: none"> <li>• Using ICT in the senior curriculum</li> <li>• Online activity</li> </ul>
	Study Week	
	Exam Week 1	
	Exam Week 2	

## 7. Resources

### 7.1 Text/s and/or Course Reader

Readings and relevant government documents provided on unit website [www.teachingmethods2.com](http://www.teachingmethods2.com)



## 8. Disability Support

Students with a disability should refer to the University's [Policy: Students with a Disability](#). For further information and contact details visit [Disability Support](#).

## 9. Learning Support

The Academic Enabling & Support Centre (AESC) offers a range of valuable programs to support students in succeeding in their studies. To find out more about what is available, visit [AESC](#).

### Library Services

The library provides access to an extensive range of quality information resources that support the key learning areas of the School of Education. Resources include;

- Books (both long- and short-term loans)
- Journals
- DVDs
- Databases of eBooks and eJournals
- Subject guides

See also:

Curriculum Collection LibGuide, <http://libraryonline.nd.edu.au/sydney/curriculum/home>

The library also houses the Curriculum Collection; materials that can be used to support teaching in the classroom. Materials include;

- Children's books (both non-fiction and fiction)
- Picture books
- Big books
- Posters
- Kits and manipulatives
- DVDs
- Guides to free online teaching resources

In addition, the library offers reference services, open-access computers, a discussion area for collaborative learning, small group discussion rooms, and photocopying facilities.

Please contact the Education Liaison Librarian, Kirsten McDermid, for further assistance.

## 10. Academic Integrity

All students have an obligation to uphold the University community's standards on ethical scholarship. Good scholarship involves building on the work of others, but the use of others' work must be acknowledged appropriately. Plagiarism constitutes a violation of academic integrity under the provisions of the *General Regulations* [Chapter 8] and the [Policy relating to Student Academic Integrity](#). These documents are on the University's website and should be referred to for more detailed information and definitions, especially as plagiarism is subject to disciplinary action.

The University's **Academic Integrity Module (AIM)** is an online resource which will help you to understand the principles and practices of ethical scholarship and the importance of upholding academic integrity in your work. You are strongly encouraged to make use of this resource as well as the range of other tools (as outlined in the module) which are provided by the University to support and enhance the attainment of student academic integrity. To find AIM, go to the "CURRENT STUDENTS" menu tab of Notre Dame's website or click on the following: [Academic Integrity Module](#).

Plagiarism is considered by the University to be a serious offence. The School of Education warns that plagiarism by education students is also a breach of the professional codes of ethics of the School, the NSW Institute of Teachers, (NSWIT), the Australian Institute for Teaching and School Leadership (AITSL), the Catholic Education Office, and Early Childhood Australia. Alleged plagiarism in the assignments of education students is taken

seriously and investigated. Sanctions and penalties for plagiarism include, but are not limited to, re-submission, assignment and unit fail grades and expulsion from the university.

Plagiarism involves claiming credit for ideas or creations of others without proper acknowledgement. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community and breaches of academic integrity are unethical and constitute a serious breach of academic integrity under the provisions of the General Regulations Chapter VIII: Misconduct.

Education students are advised to read the University's official document: *Policy: Academic Misconduct (Plagiarism)*. This policy document can be downloaded from [http://www.nd.edu.au/\\_data/assets/pdf\\_file/0013/128101/POLICY-Student-Academic-Integrity.pdf](http://www.nd.edu.au/_data/assets/pdf_file/0013/128101/POLICY-Student-Academic-Integrity.pdf)

Students should refer to this document if they are unsure about matters of plagiarism or have received a notice from the School of Education alleging plagiarism.

If you require further explanation or help, contact the Unit Coordinator or Tutor.

**TEACHING METHODS 2 ASSESSMENT CRITERIA ASSIGNMENT 1: ICT RESOURCE (50%)**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
Clarity of unit (content area)	No concept presented	Concept stated but not clearly presented Appropriate to Stage	Concept clearly presented Appropriate to Stage	Concept very clearly presented Appropriate to Stage	Concept extremely clearly presented Appropriate to Stage
Syllabus outcomes	Outcomes not included	Outcomes clearly stated from the appropriate curriculum document	Outcomes limited to those directly relevant to the concept	A balance of outcomes across knowledge and understanding, skills and attitudes	A balance of outcomes across knowledge and understanding, skills and attitudes as informed by the literature
Stage 6 Content (e.g. Sequence of activities/pages/assessments)	Activities not sequenced to teach a single concept	Activities sequenced to teach a single concept	Activities sequenced to teach a single concept that has been broken into its components	Activities sequenced to teach a single concept that has been broken into its components and including an activity that confirms student understanding	Activities sequenced to teach a concept/s that has been broken into its components and including an activity that confirms student understanding as informed by the literature and relevant documents
Teaching strategies (e.g. differentiation)	Teaching strategies not interactive and hands-on	Teaching strategies are interactive and hands-on	Teaching strategies are interactive and hands-on, interesting and motivating	Teaching strategies are interactive and hands-on, interesting and motivating and include a variety of technologies	Teaching strategies are interactive and hands-on, interesting and motivating and include a variety of technologies as informed by the literature and relevant documents
Personal Literacy strategy	No literacy strategy included	Literacy strategy clearly stated	Literacy strategy embedded across the range of activities	Literacy strategy embedded across the range of activities and clearly connected to the concept	Literacy strategy embedded across the range of activities and clearly connected to the concept as informed by the literature
ICT resource	No ICT tools included	ICT tools included, but poorly integrated Focus on novelty of tool rather than learning and teaching	ICT tools included Demonstrates competent use of learning and teaching with ICT tools	ICT tools included Evidence of skilled use and/or development of ICT resources Demonstrates creative and innovative use of ICT tools to support language and literacy learning	ICT tools included Evidence of hilly skilled use and/or development of ICT resources Demonstrates creative and innovative use of ICT tools to support language and literacy learning

General Comments:

Tutor:

Date:

**TEACHING METHODS 2 ASSESSMENT CRITERIA ASSIGNMENT 2: UNIT OF WORK (50%)**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Grade: \_\_\_\_\_

Assessment Criteria	High Distinction	Distinction	Credit	Pass	Fail
<b>1. Demonstrated understanding of key aspects of selected NSW BOSTES syllabus for the relevant Curriculum documents</b> <ul style="list-style-type: none"> <li>▪ aim, overview, title, theme, rationale</li> <li>▪ appropriate outcomes targeted for unit of work</li> <li>▪ sufficient detail and quality of program</li> <li>▪ appropriate &amp; high quality teaching strategies</li> <li>▪ length and breakdown of learning experiences</li> <li>▪ well set out, usable document (uses the template)</li> </ul>	Demonstrates a comprehensive understanding and application of the NSW BOSTES syllabus for relevant Curriculum documents	Demonstrates a very high level of understanding and application of the NSW BOSTES syllabus for the relevant Curriculum documents	Demonstrates a high level of understanding and application of the NSW BOSTES syllabus for the relevant Curriculum documents	Demonstrates an adequate level of understanding and application of the NSW BOSTES syllabus for the relevant Curriculum documents	Demonstrates an inadequate level of understanding of the NSW BOSTES syllabus for the relevant Curriculum documents
<b>2. Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes</b> <ul style="list-style-type: none"> <li>▪ clarity of learning outcomes</li> <li>▪ appropriate to student group unit and specific lesson outcomes</li> <li>▪ timing guidelines – lessons breakdown</li> <li>▪ innovative and interesting appropriate resources and teaching strategies <ul style="list-style-type: none"> <li>• detail and quality of evaluation and assessment strategies</li> </ul> </li> </ul>	Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes are clearly and concisely identified in a sophisticated manner	Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes are clearly identified in a sophisticated manner	Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes are clearly identified in an acceptable manner	Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes are identified in an adequate manner	Evidence that content, teaching/learning strategies, assessment reflects syllabus outcomes are identified in an inadequate manner
<b>3. Evidence of creative and innovative teaching/learning</b>					

<b>strategies, links to QT and relevant pedagogy</b> <ul style="list-style-type: none"> <li>▪ sample lessons, assessment items, mark breakdown, description etc</li> <li>▪ evidence of ICT , literacy and numeracy subject strategies</li> <li>▪ resource list                             <ul style="list-style-type: none"> <li>• lesson examples</li> </ul> </li> </ul>	Demonstrates mastery in providing evidence of creative and innovative teaching/learning strategies, links to QT and relevant pedagogy	Demonstrates a very high level of skill development in providing evidence of creative and innovative teaching/learning strategies, links to QT and relevant pedagogy	Demonstrates high level of skill development in providing evidence of creative and innovative teaching/learning strategies, links to QT and relevant pedagogy	Demonstrates partial development in providing evidence of creative and innovative teaching/learning strategies, links to QT and relevant pedagogy	Failure to develop relevant skills
<b>4. Evidence that teaching/learning strategies cater for diversity</b> <ul style="list-style-type: none"> <li>▪ ability to plan lessons which cater to a diverse range of students</li> <li>▪ understanding and learning about the nature and practice of specific subject area                             <ul style="list-style-type: none"> <li>• inclusion or alternative learning experience</li> </ul> </li> </ul>	Demonstrates mastery in providing evidence that teaching/learning strategies cater for diversity	Demonstrates a very high level of skill development in providing evidence that teaching/learning strategies cater for diversity	Demonstrates high level of skill development in providing evidence that teaching/learning strategies cater for diversity	Demonstrates partial development in providing evidence that teaching/learning strategies cater for diversity	Failure to develop relevant skills
<b>Academic literacy:</b> referencing skills – citations within text, quotations, range of sources, appropriate style, reference entry format, reference layout	Ability to communicate findings and knowledge of a very high standard	Ability to communicate findings and knowledge of a high standard	Ability to communicate findings and knowledge at an acceptable standard	Ability to communicate findings and knowledge at a satisfactory standard	Ability to communicate findings and knowledge below an acceptable level
<b>Academic literacy:</b> writing skills – text structure, text level grammar, sentence level grammar, spelling, punctuation, vocabulary, and referencing.	Ability to communicate findings and knowledge of a very high standard	Ability to communicate findings and knowledge of a high standard	Ability to communicate findings and knowledge at an acceptable standard	Ability to communicate findings and knowledge at a satisfactory standard	Ability to communicate findings and knowledge below an acceptable level

General Comments:

Tutor:

Date:

**TEACHING METHODS 2 ASSESSMENT CRITERIA ASSIGNMENT 3: CRITICAL REFLECTION (25%)**

Student Name: \_\_\_\_\_ ID: \_\_\_\_\_ Grade: \_\_\_\_\_

Assessment Criteria	High Distinction	Distinction	Credit	Pass	Fail
Brief description of teaching event	Full details of presenter, topic title, location, dates/times and other important details of event	Critical details of presenter, topic title, location, dates/times and other details of event	Important details of presenter, topic title, location, dates/times of event	Some details of presenter, topic title, location, dates/times of event)	No details of presenter, topic title, location, dates/times of event
Identification and description of skills/attributes enhancing teaching	Identification with excellent description of critical skills and attributes enhancing teaching	Identification with very good description of critical skills and attributes enhancing teaching	Identification with good description of most skills and attributes enhancing teaching	Identification with description of some skills and attributes enhancing teaching	No identification and description of skills and attributes enhancing teaching
Emotional response	Excellent expression of thoughts and personal feelings on the presentation content using extensive vocabulary	Very good expression of thoughts and personal feelings on the presentation content	Good expression of thoughts and personal feelings on the presentation content	Some expression of thoughts and personal feelings on the presentation content	No expression of thoughts and personal feelings on the presentation content
Analysis (through personal reflection and course readings)	Excellent analysis and reflection of current personal skill set with good reference to the presentation contents and career development	Very good analysis and reflection of current personal skill set with reference to the presentation contents and career development	Good analysis and reflection of current personal skill set with reference to the presentation contents and career development	Some analysis and reflection of current personal skill set with some reference to the presentation contents and career development	No analysis and reflection of current personal skill set with no reference to the presentation contents and career development
Learning and changed actions	Excellent description of lessons learnt from the presentation with detailed personal courses of action elaborated to improve teaching	Very good description of lessons learnt from the presentation with personal courses of action elaborated to improve teaching	Good description of lessons learnt from the presentation with mention of personal courses of action to improve teaching	Some description of lessons learnt from the presentation with some mention of personal courses of action to improve teaching	No description of lessons learnt from the presentation with no mention of personal courses of action to improve teaching
Academic engagement	Extensive use of high quality references to support critical reflection	Several high quality references to support critical reflection	Minimal references to support critical reflection	Minimal references but not properly referenced	No references provided

General Comments:

Tutor:

Date: