UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6921
Modern History Method 1

Term 1, 2020

Contents

1. LOCATION 2
2. STAFF CONTACT DETAILS 2
3. COURSE DETAILS 2

STUDENT LEARNING OUTCOMES 3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 3

NATIONAL PRIORITY AREA ELABORATIONS 4

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 5
5. TEACHING STRATEGIES 5
6. COURSE CONTENT AND STRUCTURE 6
7. RESOURCES 7
8. ASSESSMENT 9

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.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6921 Modern History Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Co-Convenor:	Jonathon Dallimore
Email:	j.dallimore@unsw.edu.au
Availability:	By email or appointment

Other Teaching Staff:	Linda Kovacs
Emaill:	l.kovacs@unsw.edu.au
Availability:	By email or appointment

3. COURSE DETAILS

Course Name	Modern History Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF THE COURSE

This course is designed to increase a student's pedagogical content knowledge for Modern History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Modified teaching schedule to ensure no overlap with other Ancient History methods courses at UNSW.
- Updated resources highlighting new publications and teaching material
- Rescheduled content to account for public holiday interruption in April 2020

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW *K-10 History Syllab*us 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 research into how students learn and the implications for teaching	1 & 2
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 & 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1 & 2
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1 & 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of 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	1 & 2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	1 & 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1 & 2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1 & 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1 & 2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1 & 2
3.3.1	Include a range of teaching strategies	1 & 2

3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1 & 2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1 & 2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1 & 2
4.4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1 & 2
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	1 & 2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	1 & 2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1 & 2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1 & 2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	1 & 2
B. Classroom Management	1	1 & 2
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12	1 & 2
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19	1 & 2
E. Students with Special Educational Needs	7	1 & 2
F. Teaching Students from Non-English-Speaking Backgrounds	4, 5	1 & 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW *K-10 History Syllabus* documents. During the course students will develop their knowledge of New South Wales syllabus documents.

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach, including embedding Aboriginal and Torres Strait Islander histories and cultures.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1 (21 Feb)	• **Introduction** to Stage 4 and 5 History in NSW • Stages 4 & 5 in the History K–10 Syllabus • Programming Stages 4 & 5 (scope and sequences) • Overview & Depth Study • Modern History in the Junior Syllabuses	• Course Outline, expectations & assessment • How Stage 4 extends Stage 3 • Programming Stages 4 & 5, including current issues relating to the teaching of Modern History
2 (28 Feb)	• **Lesson Planning** for Modern History – setting challenging learning goals • Physical, social and intellectual development of students and how this affects their engagement in learning • Teaching strategies to respond to individual needs and background	• Research on how students learn • Developing culturally responsive teaching strategies and resources for Modern History • Lesson plan modelling and analysis • Strategies for making learning goals explicit for students
3 (6 March)	• **Skills and concepts** in Stage four and five History (Modern History) • Historical thinking • Organisation of classroom activities • Providing clear directions	• What is historical thinking? • Demonstrating historical thinking skills • How to structure instructions, questioning and transitions between activities
4 (13 March)	• **Assessment** in Stage four and five History • Formative assessment • Embedding assessment in junior history lessons • Assessment strategies in Modern History	• Setting high expectations for learning • Scaffolding • Marking criteria • Self and peer assessment • Feedback strategies • Sample history assessments
5 (20 March)	• **Differentiation** • What is differentiation? How is it implemented in the classroom to meet student needs? • Promoting inclusive student participation and engagement in the classroom • Teaching mixed ability classes • Importance of matching teaching strategies to individual needs	• Strategies for inclusion, participation and engagement through differentiation • Demonstration of microteaching
6 (27 March)	• **Units of work** • Sequencing subject content across lessons within a unit of work • Mapping skills/concepts, outcomes and activities	• Content selection and scope of content for effective lesson sequences for one stage • **Microteaching**
7 (3 April)	• **Teaching and Learning** across a unit of work • Student-centred learning • Communication (writing, designing, sharing)	• **Assessment 1 (Due Monday, 5pm)** • How to use ICT to engage students with subject content • **Microteaching**
8 (10 April)	• **Good Friday (no class)**	• **Good Friday (no class)**
9 (1 May)	• **Sources and Evidence** • Sources in Stage four and five history • Modern history sources • Using evidence in Modern history	• Integrating Indigenous perspectives • **Microteaching**

10 (8 May)	• **Indigenous Perspectives in Stage Four and Five History** • How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students in Modern History	• Working across the curriculum • Indigenous perspectives in Stage four and five • Complete myExperience in tutorials • **Microteaching** • **Assessment 2 (Due Monday Week 11, 5pm)**
11 (15 May)	• **ICT Technologies in History** • Skills and Concepts for Stage 4 and 5 • Technology in the History Classroom • Selecting ICT tools and resources • Opportunities of technology in Modern History	• Preparing for Professional Experience • Becoming a reflective teacher through the feedback cycle • Microteaching catch-up
Professional Experience (PE1)		

7. RESOURCES

Essential Documents
Students must be familiar with:

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

NESA (2012) NSW History K-10 *Syllabus* (Stages 4 and 5)

Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation (pdf on Moodle)

Course readings and resources: These will be made available on Moodle.

Further Readings

Allender, T. et. al. (2019) Historical Thinking for History Teachers: A New Approach to Engaging Students and Developing Historical Consciousness, Allen and Unwin.

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

Attwood, B. (2005) *Telling the truth about Aboriginal history.* Allen and Unwin, Crows Nest.

Carr, E.H., (1981) *What is History?* Harmondsworth: Penguin.

Clark, A., (2008) *History's Children*, Sydney: UNSW Press.

Ercikan and Seixas (eds) (2015) *New Directions in Assessing Historical Thinking.* Routledge.

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.

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

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Levesque (2008) *Thinking Historically: Educating Students for the 21st Century,* University of Toronto Press

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne

Morton and Seixas, (2015) *The Big Six Historical Thinking Concepts*, Nelson.

Seixas, P (2001) *Knowing, Teaching and Learning History: National and International Perspectives,* New York University Press

Tarr, R (2016), *A History Teaching Toolbox,* Createspace (recommended)

Taylor, T. (2005) *What is History?* Melbourne: VHTA.

Wineburg, S (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

Research Reports

Taylor, T.et al. (2000), *The Future of the Past*, Victoria: Faculty of Education, Monash University

Clark, A. (2008). *A Comparative Study of history Teaching in Australia and Canada,* Monash University.

Journals

Teaching History, Journal of the History Teachers' Association of NSW Inc. (HTA NSW)
(A source of teaching ideas, curriculum issues and academic articles. Student membership available.)
http://www.htansw.asn.au/

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Task 1 Lesson Plan	2 000 words Equivalent	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	Monday 30/3/2020 By 5.00pm
Task 2 Stage Five (5) Unit of Work	3 500 words Equivalent	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Monday 11/5/2020 By 5.00pm
Task 3 Hurdle Requirement *(Microteaching)*	10 minutes	S/U	1,3,4,5,6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1, 7.1.1	B.1 D, 1, 5 F.4	As allocated In tutorials

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment details

Assessment Task 1: Lesson Plan

Plan and design one 60-minute lesson for a mixed-ability Stage 4 or 5 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, make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Task 2: Stage Five (5) unit of work outline

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

Note: If your lesson plan for Assessment 1 was for Year 9, you should use Year 10 for this assessment.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit must include the following across the five lessons:

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

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 **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 in Week 5**. 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.

NOTE: 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
EDST6921 MODERN HISTORY METHOD 1

Student Name: Student No.:

Assessment Task 1: Lesson Plan

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in History teaching and the NSW syllabus					
Depth of analysis and/or critique in response to the task • ability to plan and assess for effective learning by designing a detailed lesson on the given proforma using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • the lesson effectively plans for teaching and learning within a comprehensive high school setting and includes appropriate differentiation strategies • lesson plan, structure and resources link to syllabus topics and outcomes • rationale shows evidence of analysis of syllabus and pedagogical requirements					
Familiarity with and relevance of professional and/or research literature used to support response • rationale and lesson plan specifically linked to material, research and ideas presented in History method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.					
Structure and organisation of response • rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • 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 • lesson plan and rationale meet appropriate academic and linguistic conventions					
GENERAL COMMENTS:					

Tutor: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6921 MODERN HISTORY METHOD 1

Student Name: Student No.:

Assessment Task 2: Stage Five (5) unit of work outline

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 5. • Demonstrate clarity and accuracy in use of key terms and concepts in History teaching. • Demonstrates knowledge and understanding of NSW History Syllabus options for Stage 5. • Demonstrate clear links to syllabus outcomes. • Demonstrate coherence between syllabus outcomes and chosen strategies.					
Depth of analysis and/or critique in response to the task • Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 5. • Demonstrate ability to plan specific lessons for History teaching and learning experiences. • Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students. • Demonstrate knowledge of resources to engage and extend students.					
Familiarity with and relevance of professional and/or research literature used to support response • 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 • rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies • 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 • Unit outline and rationale meet appropriate academic and linguistic conventions					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**

Recommended: / 20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments
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? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) •Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer: Date: Satisfactory/Unsatisfactory (circle)