School of Education

EDST6727
Music Method 1

Term 1 2021

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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, Design & Architecture
School of Education
EDST6727 Music Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course convener:	Jenny Robinson
Email:	jennifer.robinson@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Music 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#EDST6727T1

SUMMARY OF COURSE

This course aims to provide foundational understandings of the concepts, skills, and issues in music education. Students will critically examine the music curriculum and its implementation in schools. Students will be introduced to the processes of planning individual lessons and sequences of lessons, teaching composing, listening, and performing, using information and communication technology (ICT) and assessing student learning. Learning will be contextualised in knowledge about the nature of music and music education in Australia.

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

- Returning to face-to-face classes will enable practical tasks e.g., conducting and performance to be more realistic experiences.
- Resources and content adapted to online delivery can still be utilised.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NESA M**usic** Syllabuses and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	2
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	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3
6	Practise the ethical and professional values expected of teachers	1,2,3

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	1,3
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
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.	1,2,3
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
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	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence.	1,2,3
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 Torres strait Islander histories, cultures and languages.	2,3
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,3
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
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3.1	Include a range of teaching strategies.	1,2,3
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.	1,3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1,3
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,3

6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	1,2
B. Classroom Management	1	1,3
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	1,2,3
E. Students with Special Educational Needs	7	1,2
F. Teaching Students from Non-English Speaking Backgrounds	4, 5	1,2,3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In addition to learning some basic skills and concepts in music education, students undertaking this course will think deeply about some of the most critical issues facing music educators. The course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of music education in Australia. In addition to traditional lectures, the course also involves workshops where students will take part in simulated classroom activities, critical discussions, and reflective observations of music education in practice.

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.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting and classroom teaching in small groups.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 February 17	**Introduction and overview** • Course aims and assessment procedures • Overview of NSW Music Years 7-10 and Stage 6 syllabuses, including transition from Stage 3 • Physical, social and intellectual development of students and how this affects their engagement in learning • Curriculum development in Music Education - update	• Stage 4 and 5 course outcomes and requirements • Research on how students learn • Role of Australian music • **Reading:** Music 7-10 Syllabus
2 February 24	**Designing and planning music lessons** • Setting challenging learning goals in lesson planning • Preparing activities and resources (including ICT) used in music lessons • Demonstration of microteaching	• Approaches to music education • Setting high expectations for learning • Strategies for making learning goals explicit for students • Writing a lesson plan • Evaluating lesson plan samples
3 March 3rd	**Teaching students with mixed abilities** • Teaching strategies to respond to individual needs and backgrounds • Importance of matching teaching strategies to individual needs • Inclusive performance activities • Organisation of classroom activities • Providing clear directions	• How to structure instructions, questioning and transitions between activities • Performance for Stage 5 • Developing lesson plans • **Reading**: Robinson, J. (2018). Inspiring music teachers: A study of what is important in practice. *Australian Journal of Music Education*, *52*(1), 51–58.
4 March 10th	**Stage 4 and 5 Listening** • Promoting inclusive student participation and engagement in the classroom • How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students	• Strategies for inclusion, participation and engagement • Developing culturally responsive teaching strategies and resources • Score reading • Music literacy requirements for Stages 4 and 5 • **Microteaching**
5 March 17th	**Planning for Years 7-12** • What is differentiation? How is it implemented in the classroom to meet student needs? **Formal and informal learning** • Motivating students to elect Music	• Introducing Units of Work for Stage 5, with samples for discussion • Strategies for differentiating subject content • **Microteaching** **Reading:** Hallam, S; Creech, A.& McQueen, H. (2017) Teachers' perceptions of the impact on students of the Musical Futures approach, *Music Education Research*, 19:3, 263-275.

6 March 24th	**Appropriate selection of ICT resources to support learning** • exploring notation software, • recording equipment, student laptops	• How to use ICT to engage students with subject content • Creative activities for composition • **Microteaching** **Assessment 1 due**
7 March 31st	**Composition for Stage 4 and 5** • Teaching and formative assessment strategies for composition • Self and peer assessment	• Practical applications for composing in class • Work samples for discussion and assessment • **Reading:** Burnard, P. (1995). Task design and experience in composition. *Research Studies in Music Education, 5,* 32-46. • **Microteaching**

Week 8 – Method Break

9 **Online** April 14th	**Planning and programming – Stage 5** • Sequencing subject content across lessons within a unit of work • Giftedness and Talent • Assessment in Stage 5	• Content selection and scope of content for effective lesson sequences for one stage • **Reading:** McPherson, G. E., & Williamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 239-256). New York: Oxford University Press.
10 April 21st	**Conducting and rehearsal techniques** • Teaching and formative assessment strategies for performance	• Practical skills in leading and managing ensembles • **Reading:** Gallo, D. (2019). Formative assessment practices and children's singing accuracy: A mixed methods inquiry. *International Journal of Music Education*, *37*(4), 593–607. https://doi.org/10.1177/0255761419852172
11 April 28th	**Students with special learning needs** • Life Skills outcomes **Preparing for Professional Experience** • Becoming a reflective teacher through the feedback cycle	• Strategies to meet diverse needs in the music classroom • **Reading**: Darrow, A. (2018). Instructional Strategies for the Inclusive Music Classroom. *General Music Today*, *31*(3), 61–65. https://doi.org/10.1177/1048371318756625 • **On-line myExperience evaluation** **Assessment 2 due**
Professional Experience		

7. RESOURCES

Required Readings

You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you download them or have them printed for yourself.

These documents can be found on the NESA website:
http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home

- Board of Studies NSW (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2003). *Music Years 7-10 syllabus*. Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW (2004). *Music Years 7-10 syllabus: Advice on programming and assessment.* Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 1 Stage 6: Syllabus.* Sydney, NSW, Australia: Board of Studies NSW.
- Board of Studies NSW. (2009). *Music 2 and Music Extension Stage 6: Syllabuses*. Sydney, NSW, Australia: Board of Studies NSW.
- Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2010 to present). The Arts. Retrieved from http://www.australiancurriculum.edu.au/

Further Readings

- ABC. (2010). *Sing! 2010 Teacher's Handbook*. Ultimo, NSW, Australia: ABC.
- 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.* All and Unwin, Crows Nest.
- Bamberger, J. (2006). What develops in musical development? In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 69-92). Oxford, England: Oxford University Press.
- de l'Etoile, S. (2005). Teaching music to special learners: children with disruptive disorders. *Music Educators Journal, 91*(5), 37-43.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.
- Hallam, S., Rogers, L., & Creech, A. (2008). Gender differences in musical instrument choice. *International Journal of Music Education*, *26*, 7-19.
- Harrison, N (2008), *Teaching and learning in Indigenous education.* Oxford, Sydney.
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Joseph, D., & Southcott, J. (2007). Retaining a frisson of the 'other': imperialism, assimilation, integration and multiculturalism in Australian Schools. *Music Education Research, 9*(1), 35-48.
- 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.

- Mccord, K. A. (2004). Moving beyond "That's all I can do:" - Encouraging musical creativity in children with learning disabilities. *Bulletin of the Council for Research in Music Education*, *159*, 23-32.
- McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116). New York: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., et al. (Eds.). (2005). *National review of school music education*. Canberra, Australian Capital Territory, Australia: Australian Government.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Riveire, J. (2006). Using improvisation as a teaching strategy. Music Educators Journal. 92(3), 40-45.
- Schafer, R. M. (1985). *The composer in the classroom*. Toronto, Canada: BMI.
- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Trehub, S. E. (2006). Infants as musical connoisseurs. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 33-50). Oxford, England: Oxford University Press.
- Welch, G. F. (2006) Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.
- The Flipped Classroom, http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
- **TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra http://www.tpack.org/), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.
- **S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.
- **Rural & Distance Education NSW**: A local resource presenting both frameworks, http://rde.nsw.edu.au/tpack-samr
- **Teaching Teachers for the Future - What is TPACK?** http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html
- Reflections of pre-service teachers, http://www.ttf.edu.au/psts-talk.html; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

  Student teachers are encouraged to set up their own blog (It is free) at Edublog , http://edublogs.org/ to create and share resources and lessons they create.

Professional Association

Australian Society for Music Education www.asme.edu.au

Further Resources

- Musica Viva: musicaviva.com.au
- SSO Education: http://www.sydneysymphony.com/education

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Lesson Plan and Rationale	c. 2000 words	40%	1,3-6	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	Thursday March 25th, 2021 by 5pm
Assessment 2 Outline of a Unit of Work	c. 3500 words	60%	1-6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 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	Wednesday April 28th, 2021 by 5pm
Assessment 3 Microteaching	10 minutes	S/U	1,3-6	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	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 1 – Lesson plan, Stage 4

Plan and design one 60-minute lesson for a mixed ability Stage 4 music class. The lesson plan must follow a standard SED format and be presented using the template provided (on Moodle).

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 (500 words) for your lesson plan. 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.

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 <u>one</u> activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

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Assessment 2 – Outline of a Unit of Work, Stage 5

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first <u>five</u> lessons; however, you are not preparing full lesson plans. You should include a score analysis and activities that require students to produce notation

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.

Include in your unit outline:

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

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson. This semester there will be one compulsory assessable microteaching session in the tutorial. This will be:

- Team teaching for a Stage 4 music class. The lesson topic may be given to you. Class times and groups will be organised in tutorials.
- Each student must teach a 10 minute continuous section of the lesson. A written reflection is also required following the microteaching.

Initial Lesson Plan: All students must submit to their method tutor their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: 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: If a student is assessed as unsatisfactory in microteaching s/he 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
EDST6727 MUSIC METHOD 1

Student Name: Student No.:

Assessment Task: **Lesson plan and rationale, Stage 4**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Links to outcomes, clear learning goals • Rationale that supports approach to the lesson					
Depth of analysis and/or critique in response to the task • Synthesis of information • Creative teaching strategies for effective learning					
Familiarity with and relevance of professional and/or research literature used to support response • Reference to resources in a range of relevant areas					
Structure and organisation or response • Lesson plan format followed • Ability to sequence and scaffold activities • Appropriate strategies for the class and topic					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of communication in academic English					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **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
EDST6727 MUSIC METHOD 1

Student Name: Student No.:

Assessment Task 2: **Outline of a Unit of Work, Stage 5**

CRITERIA	(-) ⟶ (+)				
Understanding of the task and the key concepts involved • Syllabus and topic followed, clear links to outcomes, clear lesson structures					
Depth of analysis and/or critique in response to the task • Creative and engaging strategies					
Familiarity with and relevance of professional and/or research literature used to support response • Incorporation of ICT and links to wider resources					
Structure and organisation of response • Rationale with approach justified and prior knowledge considered • Sequential lessons incorporating performance, composition and listening activities • Notation literacy and score reading included					
Presentation of response according to appropriate academic and linguistic conventions • Clarity of communication in academic English					
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)