EDST6702 English Method 1 - 2024

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General Course Information

Course Code : EDST6702
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach English in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and

practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NESA English Syllabuses and the depth of subject knowledge required to implement the syllabuses
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : 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
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA English Syllabuses and the depth of subject knowledge required to implement the syllabuses	• Lesson plan • Unit of work outline
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	• Lesson plan • Unit of work outline
CLO3 : 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	• Lesson plan • Unit of work outline
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	• Lesson plan • Unit of work outline
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	• Lesson plan • Unit of work outline
CLO6 : Practise the ethical and professional values expected of teachers	• Lesson plan • Unit of work outline

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Zoom

Learning and Teaching in this course

Rationale

- This subject aims to develop in each student the ability to effectively teach English to secondary school students with an emphasis on the NSW English curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the English classroom. Emphasis will be given to the relationship between English, literacy and numeracy and the role and value of English 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.

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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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 Blackboard 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.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
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
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.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	1
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 abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	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
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1,2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2
	* Covered during the course	

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	1,6-7	1
B	Classroom Management.	1,5	1
C	Information and Communication Technologies.	2-3,5-8,12-13	1,2
D	Literacy and Numeracy.	1-5,7-19	1,2
E	Students with Special Educational Needs.	1,4-5,7	2
F	Teaching Students from Non-English-Speaking Backgrounds.	2-5,7-8,10	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 19/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 16/04/2024 05:00 PM

Assessment Details
Lesson plan

<u>Assessment Overview</u>

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

<u>Course Learning Outcomes</u>

- CLO1 : Identify foundational aspects and structure of the NESA English Syllabuses and the depth of subject knowledge required to implement the syllabuses
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : 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
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities

- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

Detailed Assessment Description

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. Write a rationale 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? 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 one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Length

2000 words

RUBRIC/FEEDBACK SHEET

EDST6702 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understands the purpose of the rationale • Clear statement of syllabus outcomes in lesson plan • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures and other strategies to address teaching and learning goals	
Depth of analysis and critique in response to the task • Detailed lesson plan based on a concept or text relevant to a mixed ability class • Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework, and the School Excellence Framework • Uses appropriate meta-language • Engaging and effective teaching strategies used	
Familiarity with and relevance of professional and/or research literature used to support response • Rationale demonstrates understanding of research and theory and is supported by appropriate references • Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes	
Structure and organisation of response • Clear and effective use of the lesson plan template	
Presentation of response according to appropriate academic and linguistic conventions • Writing shows an excellent command of English grammar conventions, including spelling, syntax, and punctuation	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Unit of work outline

Assessment Overview

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Course Learning Outcomes

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Detailed Assessment Description

In the rationale:

- 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 must have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- a resource list for each lesson
- 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.

<u>Assessment Length</u>

3000 words

RUBRIC/FEEDBACK SHEET

EDST6702 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understands the purpose of the rationale • Clear statement of syllabus outcomes in lesson plan • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies • Effective use of student group structures and other strategies to address teaching and learning goals	
Depth of analysis and critique in response to the task • Detailed lesson plan based on a concept or text relevant to a mixed ability class • Demonstrated understanding of principles for effective teaching, the NSW Quality Teaching framework, and the School Excellence Framework • Uses appropriate meta-language • Engaging and effective teaching strategies used	
Familiarity with and relevance of professional and/or research literature used to support response • Rationale demonstrates understanding of research and theory and is supported by appropriate references • Lesson plan reflects ideas and material provided in lectures and tutorials on effective pedagogy to engage all students and achieve syllabus outcomes	
Structure and organisation of response • Clear and effective use of the lesson plan template	
Presentation of response according to appropriate academic and linguistic conventions • Writing shows an excellent command of English grammar conventions, including spelling, syntax, and punctuation	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Hurdle rules

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Introductions and expectations What is subject English? How has it changed in recent years? Introduction to the NSW 7-10 syllabus Resources and professional networks
	Tutorial	• Introductions and expectations (continued) • What is subject English? How has it changed in recent years? • Introduction to the NSW 7-10 syllabus • Resources and professional networks
	Reading	• 7-10 English Syllabus Stage 4 outcomes and content, pp 31-49 (page numbers are for the hardcopy version). • Simon Sinek on Millennials in the Workplace https://www.youtube.com/watch?v=hER0Qp6QJNU
Week 2 : 19 February - 25 February	Lecture	• Literacy Policy, DoE Literacy Continuum Place of literacy in English, resources and strategies
	Tutorial	• 7-10 English Syllabus: structure and content What is the place of literacy in the syllabus? What makes a good lesson? Using the UNSW lesson planning template Sample lesson plans
	Reading	• 7-10 Syllabus: Stage 5 outcomes and content, pp 51-69 (page numbers are for hardcopy version).
Week 3 : 26 February - 3 March	Lecture	• Texts for the syllabus with an Indigenous, Asian and sustainability focus
	Tutorial	• 7-10 English Syllabus • Creating lessons using picture books, poems and short texts • How do I use the syllabus to construct engaging lesson plans?
	Reading	• School Excellence Framework https://www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/School_Excellence_Framework.pdf • Quality Teaching http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf • https://dei.eduone.net.au/ashford/DEPASCSCURRICULUM/HSIE UNIT/Quality Teaching Framework.pdf
Week 4 : 4 March - 10 March	Lecture	• Principles for effective teaching
	Tutorial	• 7-10 English syllabus • What are effective teaching strategies? Cooperative learning, group work and strategies such as jigsaw, dictogloss Teaching literacies Strategies for low literacy learners Introducing multicultural and Indigenous perspectives.
	Reading	• Hamston, J (2012) "Developing 'Asia Literacy' through the Australian curriculum - English" in Literacy Learning: The Middle Years, 20 (1) pp20- 25 • Read one or two texts from the list provided for the lecture.
Week 5 : 11 March - 17 March	Lecture	• Planning a unit of work
	Tutorial	• Units of work How do I design a differentiated unit of work? Backward mapping from assessment Effective pedagogy for teaching English 7-12, including goal setting, using discussion strategies, journal writing, picture books and new media Microteaching.
	Reading	• Strong start, Great teachers - Phase 2. The backward design model of curriculum planning, NSW Government Education and Communities, http://minkhollow.ca/becker/lib/exe/fech.php?media=tnl:facets.pdf • Six Facets of Understanding, from Wiggins, G., & McTighe, J. (1998). Understanding by Design. p. 85-97. Alexandria, VA: Association for Supervision and Curriculum Development. http://minkhollow.ca/becker/lib/exe/fetch.php?media=tnl:facets.pdf
Week 6 : 18 March - 24 March	Lecture	• Asynchronous • How to design effective and appropriate assessments
	Tutorial	• Asynchronous • Designing a unit of work
	Reading	• Meiers, M (2009) "Responding to Students' Achievements in English" in Gannon, S et al (2009). Charged with Meaning 3rd ed. Sydney: Phoenix Education pp. 321 – 330.
Week 7 : 25 March - 31 March	Lecture	• How to keep your students reading
	Tutorial	• Microteaching • Classroom strategies for reading
Week 8 : 1 April - 7 April	Lecture	• How to encourage student writing
	Tutorial	• Microteaching • Classroom strategies for writing

Week 9 : 8 April - 14 April	Lecture	• Strategies for teaching and assessing grammar, spelling and vocabulary
	Tutorial	• See Moodle for details
Week 10 : 15 April - 21 April	Lecture	• How to teach Shakespeare in Stages 4, 5, 6
	Tutorial	• Teaching Ideas for Professional Experience

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Prescribed resources

- 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/) is a framework that identifies the Technological and Pedagogical Content Knowledge (TPACK) that teachers need to teach effectively with technology. SAMR (created by Dr. Ruben R. Puentedura) provides a framework to answer the question: what types of technology use would have greater or lesser effects upon student learning? http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html
- Rural & Distance Education NSW is a local resource presenting both of the above frameworks http://rde.nsw.edu.au/tpack-samr
- Reflections of pre-service teachers. This series of video clips shows the reflections of several pre-service teachers each of whom trialed 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 http://www.ttf.edu.au/psts-talk.html

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

Required readings

All students must have copies of the English syllabuses in class, either in hard copy or on a computer. It is possible to buy copies from the UNSW Bookshop on the lower campus or the NSW Board of Studies. If you are going to have your laptop in class, then you could download the following syllabuses from the Board of Studies website:

- http://educationstandards.nsw.edu.au/wps/portal/nesa/home NSW Syllabus for the Australian Curriculum, English K-10 Syllabus, Volume 2, 2012, ISBN: 978 174301 0013 (Volume 2)

Further required readings

- Gannon, S., Howie, M. & Sawyer, W. (2009). *Charged with Meaning: Reviewing English* 3rd Edition. Sydney, NSW Australia: Phoenix Education Pty. Ltd.
- Manuel, J and Carter, D, (2009). *The English Teacher's Handbook A to Z*. Sydney, NSW Australia: Phoenix Education Pty. Ltd.
- NSW DEC (2014). *School Excellence Framework*. Sydney, NSW www.det.nsw.edu.au/media/downloads/about-us/our-reforms/school-excellence/SchoolExcellenceFramework.pdf
- NSW Department of Education and the English Teachers Association of NSW. *English Textual Concepts*. http://www.englishtextualconcepts.nsw.edu.au/content/what-is-it

Additional readings

- Anderson, M., Hughes, J. and Manuel, J (2008). *Drama and English Teaching*. Melbourne, Victoria, Australia: Oxford University Press.
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Doecke, B. & Parr, G. (Eds.). (2005). *Writing = learning*. Adelaide: AATE.
- 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.
- Harrison, Neil (2008). *Teaching and Learning in Indigenous Education*. Victoria, Australia Oxford University Press.
- Hamston, J (2012). "Developing 'Asia Literacy' through the Australian curriculum – English" in *Literacy Learning: The Middle Years*, 20 (1) pp20- 25.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. Routledge, NY.

- 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.
- Marsh, Colin (2010). *Becoming a Teacher*. Sydney, Australia: Pearson Australia.
- 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.
- McGrath, H. and Noble, T (2010). *Hits and Hots*. Melbourne, Victoria: Pearson Australia.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Wells, K (2010). *Australian slang – A story of Australian English* http://www.australia.gov.au/about-australia/australian-story/austn-slang.
- Wiggins, G and McTighe, J (1998). *Understanding by Design*. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD).
- Wilhelm, Jeffrey D. (2008). *"You Gotta BE the Book": Teaching engaged and reflective reading with adolescents* (2nd edition). New York: Teachers College Press.

Professional websites for English teachers

- http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to English teaching. To obtain copies of the HSC syllabuses, please use this website or you can buy hardcopies from the UNSW Bookshop on lower campus or order them online.
- http://www.dec.nsw.gov.au The Department of Education and Communities has the responsibility for administering and staffing government schools and producing support material.
- http://www.curriculumsupport.education.nsw.gov.au/secondary/english/index You should also be familiar with the material on literacy on the DEC site. www.curriculumsupport.education.nsw.gov.au/literacy/policy/index.htm http://www.curriculumsupport.education.nsw.gov.au/literacy/resources/index.htm
- http://www.aitsl.edu.au The Australian Institute for Teaching and School Leadership provides national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership.
- http://www.australiancurriculum.edu.au Australian Curriculum site
- http://www.nap.edu.au The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN has been a part of the school calendar since 2008.
- http://www.aisnsw.edu.au The Association of Independent Schools
- http://www.ceosyd.catholic.edu.au The Catholic Education Office

Professional associations

- http://www.englishteacher.com.au The English Teachers Association (ETANSW) site. Join ETA as a student and receive their publication mETAphor (four a year - full of practical classroom resources, lessons, ideas) and English in Australia - up to the minute developments in English teaching. Tel 95726900; email admin@englishteacher.com.au
- http://www.petaa.edu.au Primary English Teachers' Association Australia (PETAA) Receive three professional books and five PETAA Papers each year. Tel 95651277; email info@peta.edu.au
- http://www.alea.edu.au/ Australian Literacy Educators Association (ALEA) Join as a student and receive three issues of The Australian Journal of Language and Literacy (AJLL) and Literacy Learning: The Middle Years (LL) each year. Tel 1800248379; email office@alea.edu.au.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kristy Petrevski				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other

assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated

on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education