**Growing Our Own LACEC: Term 3 2011**

***Term Theme*: What are the Essential Elements of Teaching and Learning?**

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| **Assessment Tasks** | **Due** |
| **ETP110: Teaching and Learning 1: Essential Learnings**  **Task 1: Write and Reflect on Your Teaching Philosophy (1-2 pages)**   1. Create a dot point list stating your beliefs, hopes and dreams about teaching, the classroom and students 2. Write a reflection on how this list has been changed by your learning and discussion in Term 3.   **Task 2: Create a Learning Management Plan and a Sequence of Two Lessons (3-5 pages)**  **Task 3: In-school Task: Collaborative Event (undertaken as ETL111 Task 2)**  **Task 4: In-school Task: Formal Lesson Observation and Reflection (undertaken in preparation for ETL121 Tasks 1 and 2, and ETL212 Task 1) (5 lessons)**   1. 1-2 lessons focusing on the literacy abilities of an individual learner; 2. 1-2 lessons focussing on NTCR Inner and Collaborative Learner outcomes; 3. 2-3 lessons focusing on learner engagement and inappropriate behaviours   **Task 5: In-school Task: Formally Observed Lesson Planning and Delivery (12 lessons)**   1. 5 single lessons 2. 2 half days of lessons (i.e. morning till recess, or recess till lunch) 3. 1 sequence of 3 lessons (i.e. sequential lessons on one topic over 3 or more days) | **Week 2 &**  **Week 10**  **Week 10**  **Weeks**  **2-7**  **Weeks**  **3-20** |
| **ETL111: Teachers as Effective Communicators**  **Task 1: Communication System Analysis and Issue Report (Group Presentation 10-15 slides with notes)**   1. Describe the communication system of the school community. 2. Identify the parts of the system and the ways they communicate. 3. Identify an area of the system that has a communication issue: describe the history of the issue, the current system and possible suggestions for the future.   **Task 2: ICT Communication Evaluation (Individual Report 500 words):**   1. Design and develop a 10-15 slide PowerPoint appropriate to deliver the Communication Report to the school community at a staff meeting. 2. Trial and/or deliver the material in this context. Evaluate the effectiveness in terms of the communication design. 3. Write a report outlining the design, development and evaluation of the resources. | **Week 6**  **Week 8** |
| **ETL121: Productive Learning in Diverse Classrooms**  **Task 1: Inappropriate Behaviour Analysis (supported): 600 words**  Choose **2** inappropriate behaviours that you have observed. For each behaviour:   1. Describe Setting and Behaviour 2. Describe Teacher Response 3. Describe Student Response 4. Present Your Possible Alternative Response: Discuss the responses (2 and 4) in class and make links to behavioural theories from the set text (e.g. Glasser, Dreikurs etc.)   **Task 2: Inappropriate Behaviour Analysis (Independent): 600 words**  Repeat the exercise with two more behaviours. This time independently link the theory to the responses. | **Week 5**  **Week 9** |
| **ETL212: Teaching Literacy**  **Task 1: Case Study of a Learner: 1000 words**  In consultation with their teacher, write a case study of a learner where a comprehensive assessment of literacy abilities is undertaken and described. Identify and justify strategies to develop literacy in this learner, with reference to current theory.  **Task 2: Select a Text: 600 words**  Select a suitable text for a specific teaching and learning outcome, with explicit attention given to critical and deep literacy, the student cohort, and providing full justification for selection decisions. Write a persuasive essay that convinces your reader of the suitability of this text for the learning outcomes you want to achieve. | **Week 7**  **Week 10** |

**What do You Already Know about Each of the unit areas?**

Jot down your ‘prior knowledge’ in the appropriate circle

??? Do you remember the KLA strategy???? What would come next . . . .?

**Why a Term Theme?**

What are the advantages for the learner in having one main idea or ‘fertile question’ around which the different units are grouped?

Have you seen this done in your classrooms?

Can you imagine doing this yourself for your class?

What might some of the problems be? How could they be overcome?

**Why Link Things Together? (assessment tasks, topics, learning areas, units)?**

How does linking things to each other help the learner learn?

Have you seen this done in your classrooms?

Can you imagine doing this yourself for your class?

**What Links Can you See?**

. . . between a unit area and the theme question

. . . between different unit areas