

Unit Design and Resources

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Evidence 2: Evaluating and redesigning the LAP.

My mentor and I spent some time evaluating the previous LAP for stage 1 child studies, it was identified that many of the assessment tasks were practical based and did not allow students the ability to demonstrate the research component specific to the assessment design criteria. We then thought it would be a good idea to change this task to give students the opportunity to demonstrate this essential learning requirement a second time. This was important as students who failed or did not manage to do well in their investigation activity would have a second chance at meeting the criteria for this aspect.

Here are links to the resources used in the process of making this change and the original task sheet and new task sheet as well as the new program to amend the LAP:

[LAP](#)

[Subject Outline](#)

[Original Task 2](#)

[Redesigned Task 2](#)

[Program for Task 2 LAP](#)

6.4 Graduate teachers can select, document and implement the approved curriculum to assess student learning effectively, to provide feedback to students and to inform further planning of teaching and learning.



Photograph of myself marking and reporting on student summative tasks.

Evidence 1: Guidelines for effective feedback, Task and assessment Sheet, Practical Assessment sheet.

When assessing student learning it was important that I understood effective and ethical procedures for providing feedback, the above link was a useful guide for me throughout this process. It was also essential to mark student work strictly against the assessment design criteria, this allows for consistency across the marking of student work and eliminates bias and or other elements which may influence this process.

Evidence 2: The value of collaboration.



Whilst following strict protocol and using approved curriculum to manage the assessment process, it was difficult at times to determine the difference between student work which was bordering between two grades. In order to overcome this obstacle I would first mark the student work according to my strongest judgement and then clarify this with other teachers or my mentor.

I learnt a great deal from this process, with each clarification we discussed the elements that determined the difference between the grade and were able to justify the final decision based on evidence supported by the curriculum documentation. It also ensured that I was on the right track and reinforced my own self confidence in making reliable and effective assessments and feedback on student learning.

This is a link to my assessment and feedback of student work in P.L.P. Names have been blocked out for confidentiality purposes. Based on the feedback from this task we saw a significant change and improvement on the next task and this was a combination of student self awareness and of our ability to mould the teaching practice to suit student needs and learning abilities.

7.2 Graduate teachers begin to build and maintain a positive learning environment in where respect for individual and group dynamics is fostered and where learning is the focus.

Evidence 1: Learning Management Plan

For my stage 2 English Communications class I put together a learning Management plan which was highly focussed on identifying and understanding:

- What my students already knew.
- Where they needed and wanted to be.
- How my students best learn.
- What resources I had at my disposal.
- What will constitute the learning journey.
- What is the best context for learning.
- Who will do what.

This structured approach towards the management of student learning allowed me to think about ways in which I could engage students in individual and group dynamics that would allow them to learn as productively as possible.

Evidence 2: LAP and Lesson Plan with reflections.

In Stage 1 Child studies I also took part in preparing a series of lessons which were highly focussed on fostering group and individual dynamics to encourage a positive learning environment. The topic of gender stereotypes, toy marketing and child development is one which had a strong focus on the social context of learning therefore through personal and shared experiences, group and class work we were able to achieve successfully the learning focus and understanding of the unit content.

Evidence 2: Photoshop Tutorial and Images

The second aspect to the assignment task was that students had to create their own type of advertisement. Once again whilst the elements of the ad were clear with respect to the assessment design criteria, students were given the responsibility of choosing their advertisement, how they would design it, what technology they would utilise and how they would structure it, to create a gender neutral theme. I provided them with a range of support and exemplars for this to inspire their ideas, however gave students the opportunity to make their own decisions based on their ideas and their level of skill and expertise.

I engaged students actively in a tutorial which I put together taking them through how to use photo shop to create an ad, I loaded a folder with images and a word document with step by step instructions as well as a picture of the finished product. Students who used this tutorial not only learnt how to use photo shop to design their own ads but were able to actively engage in the process before having to go out and design one of their own. It worked well to accommodate for all skill levels as those students more advanced with the software were able to skip the tutorial and work on their own ads or mentor others through the learning process which was a great experience.

7.4 Graduate teachers can use and manage the materials, technologies, resources and physical space of the learning environment to create a stimulating and safe learning space.

Evidence 1: Week 7 Feedback from Penny McIntyre

Monday 3/9/12 Lesson 1	<p>Lesson really well organized. Great to see the use of technology to enhance student learning. I saw students using the 'scoop.it' site for research. They are all using edmodo to access the lesson materials. It was very useful for you to explain that we are using edmodo to allow students who are doing VET to access all of the lesson materials outside of class time. It was also good to explain that they will be expected to do homework as well as to use their class time wisely.</p> <p>Your delivery is clear and confident. It is obvious that you have confidence in yourself and where you are taking the group. You are good at checking where they are up to. Great to reflect on the referencing and the importance of it.</p>
Thursday 6/9/12	Double lesson. Great
Friday 7/9/12	<p>The edmodo is working really well. This is giving you good structure. Your preparation is excellent. I like the way the power point breaks down the task for the students.</p> <p>Your classroom practice is great. You are confident in your delivery, great voice – clear, great projection, good explanations, and good examples.</p>

Evidence 2: Personal Reflection

With regards to student **learning** this was something I was anxious about especially with respect to the unit I put together, obviously a unit which has never been run before is some what experimental and the management of the learning needs to be highly structured and thought through.

I also found that it was important to make clear the direction of learning and that is something my feedback has been positive about, my ability to communicate this to students has developed over the course of my practicum.

I achieved this effectively by making clear the purpose of each lesson and how it links directly back to their learning outcomes and or practical learning tasks.

This is one of my teaching philosophies, making clear the direction of learning, as it allows students to feel a purpose and connection to the content, the overall purpose of this is to engage students more effectively.

8.2 Graduate teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussions and group activities.

Evidence 1: <http://www.scoop.it/t/toy-tv-advertisements>

The following scoop it site which was curated by Sarita another pre service teacher, it contains a bank of different children's television advertisements based on toy products.

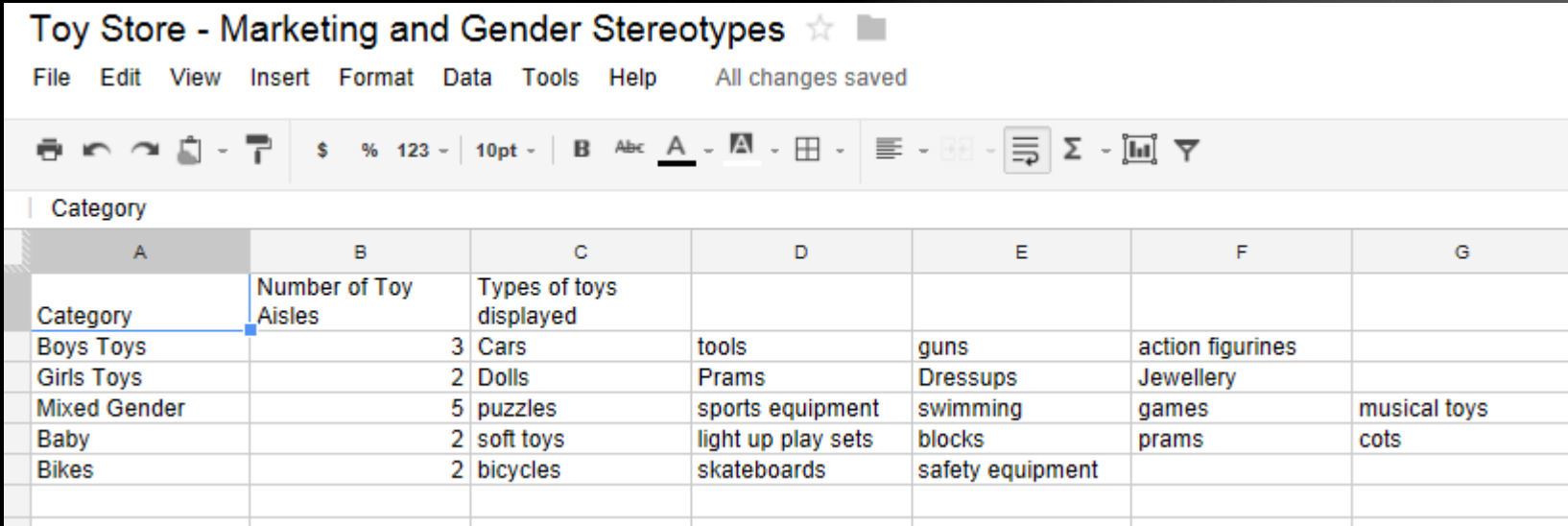
As a classroom based activity I handed out the tv analysis task sheet and had students put into groups, each group analyzed a selection of ads which were categorized by gender. "Group 1" - Looked at boys ads and "Group 2" - Looked at girls ads.

The ads were shown to the class via the projector and students discussed each one as they recorded their analysis. We then spent time looking at the differences between the two. This activity allowed students to understand the elements that make up an advertisement by identifying; characters, product, logo, branding, background, sound, tone, etc.

Evidence 2: Group Work

Another example of an activity which allowed students to explore ideas and develop knowledge and skills was through the excursion to toy world. After learning how to analyse advertisements students embarked on an excursion to toy world with accompanying booklets to record information in a guided and structured way, they however had the option to choose the toy products which appealed to them. Students were then expected to classify their information using a Google docs spread sheet. The following slides are samples of what students worked on and produced.

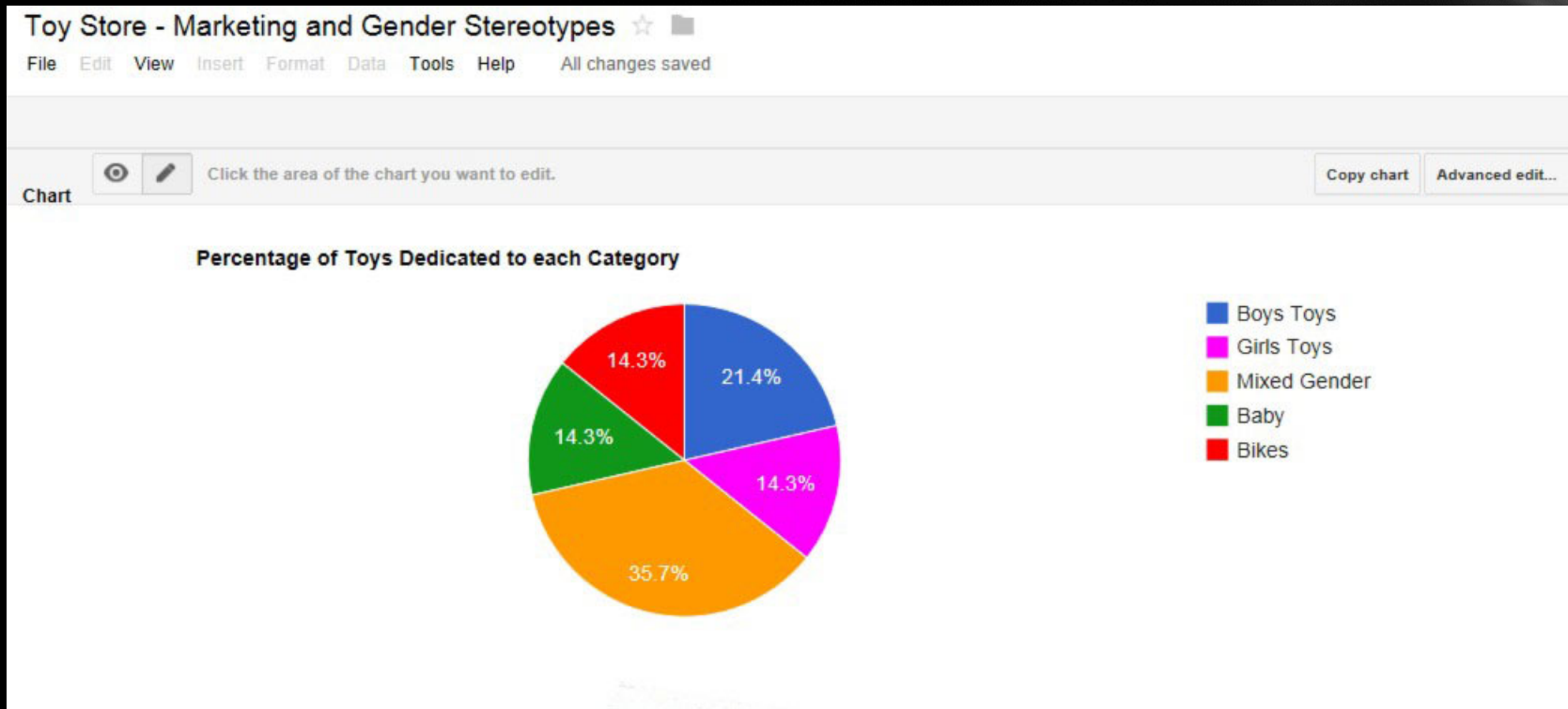
Figure 1: Google Docs Spread sheet from data collected on excursion



The image shows a screenshot of a Google Docs spreadsheet titled "Toy Store - Marketing and Gender Stereotypes". The spreadsheet has a menu bar (File, Edit, View, Insert, Format, Data, Tools, Help) and a toolbar with various icons. The data is organized into columns A through G. Column A lists toy categories, Column B shows the number of toy aisles, and Column C lists types of toys displayed. Columns D through G list specific toy products for each category.

Category	Number of Toy Aisles	Types of toys displayed				
Boys Toys	3	Cars	tools	guns	action figurines	
Girls Toys	2	Dolls	Prams	Dressups	Jewellery	
Mixed Gender	5	puzzles	sports equipment	swimming	games	musical toys
Baby	2	soft toys	light up play sets	blocks	prams	cots
Bikes	2	bicycles	skateboards	safety equipment		

Figure 2: Screen print of statistical research students conducted on their excursion.



Based on the results which students collated and interpreted I then showed students how they could use this information With respect to their research reports. We also created some interesting wordle's which instigated some more classroom Discussion and exploration of ideas specific to gender stereotyping in children's toys and the media.

Figure 4: Boys Toy Marketing Wordle



Figure 5: Gils Toy Marketing Wordle



8.3 Graduate teachers use and manage a range of teaching and learning strategies, technologies, activities and resources.

Evidence 1: Edmodo

In my Stage 1 Child Studies class a number of students attend VETis and at times attendance can be quite disrupted, therefore I wanted the teaching and learning that went on to be traceable and easy to access from outside the classroom.

I also wanted resources to be accessible in one location and to make this the lesson focus and access point. This was done to create routine and allow students and myself to trace learning and progress which makes it easier to accommodate when students have missed class and whilst giving them some responsibility for their own learning.

I used Edmodo to accomplish this: The following is a screen clipping of the Edmodo wall which students and myself actively used throughout the course of this unit of work.

Figure 1: Screen Shot of the child studies edmodo used to access and organise resources.

The screenshot shows the Edmodo interface for a group named "Child Studies 2 Line 1". At the top, there is a navigation bar with the Edmodo logo, a search bar, and links for "Calendar", "Grades", "Library", "Home", "Profile", and "Account".

On the left side, there is a user profile for "Mrs. Redwood" with a profile picture and a list of navigation options: "Latest Posts", "Direct", "By Students", "Assignments", and "more". Below this is a "Groups" section with "Join or Create" and a list of groups including "Child Studies 2 Line 1", "DHS Technology Sandpit", and "Year 10 PLP Semester 2".

The main content area shows the group name "Child Studies 2 Line 1" and a "Filter posts by" dropdown. Below this is a "Post:" section with icons for "Note", "Alert", "Assignment", "Quiz", and "Poll". A text input field contains "type your note here...".

The first post is titled "Me to Child Studies 2 Line 1" and contains the text: "I will be handing out printed copies of the self assessed practical check list, if you are not going to be in class today then you will need to download this and complete it online and email it back to me with your name on the file." Below the text is a document preview for "assessment_task_2_pracche...nder_stereotyping.docx" with a "Preview" button. The post is dated "Sep 21, 2012" and has options for "Reply", "Share", and "Tag".

The second post is also titled "Me to Child Studies 2 Line 1" and contains the text: "Evaluation template". Below the text is a document preview for "writing_your_evaluation_task2.pptx" with a "Preview" button.

On the right side, there is a "Show Notifications" button. Below that is the group name "Child Studies 2 Line 1" and a "Group Code: 8xavdt" dropdown. There are also links for "Request To Join URL", "Group Settings", "Subscribe Group To Feed", and "Public Page". At the bottom right, there is a "Members (18)" section with a "Manage" link and a grid of member avatars. Below that is a "Folders" section with a folder named "Resources for Assignment 2".

Evidence 2: Other Technology

The use of EDMODO was the access point to lesson resources, however other technologies used throughout this learning phase Included:

Google Drive - used for consolidating excursion data, and graphs for reports and information (see 8.2).

Power Point - used to relay information, examples and templates.

Wordle - used to depict data and create classroom discussions and comparisons.

Scoop-It - used to initiate research and collate research related to class content.

Moodle - another access point similar to edmodo.

Photoshop - software used to create advertisements for student practicals.

I-movie - new technology used to inspire students advertisements.

You tube- Used to show examples and tv advertisements.

Managing these technologies in ways that were directly associated with learning was a learning experience for myself and the students It involved consistent collaboration with peers as well as revising of ideas to mould new data and learning as it progressed.

8.4 Graduate teachers provide meaningful and constructive feedback to students about their learning.

Evidence 1: Drafts: Student 1, Student 2, Student 3, Student 4.

The following links are samples of student drafts which have feedback that enabled them to reflect on their work and learning, to acknowledge their strengths, improve and to address areas where they may be lacking.

Based on the final outcome of this unit of work, the feedback I had given students from their first assessment task and the drafts from the second task was effective to the point that almost every student either maintained a satisfactory grade, or increased one or two grades in performance level. And overall the class median score was a B.

The only students who did not improve were those who failed to submit elements of the task and this effected their grade.