

# **Evidence of Professional Practice**

**Provisional Teacher**

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## 1. CONTENT AND CONTEXT FOR LEARNING

### 1A. THE LEARNERS

**Student A** is currently working at a very low level as per the requirements of him against the year 12 English curriculum. When looking at School Assessed Coursework, student A is struggling to meet a passing mark in all of his outcomes for English thus far. Whilst student A does not have an identified disability, he is somewhat intellectually challenged which can be identified through his class work, behaviour and assessed coursework. Student A was chosen for this inquiry as he is struggling academically for English and struggles with identifying goals to overcome learning hurdles. Therefore, he requires modified education plans and 'feedback' support to effectively scaffold his learning and skill acquisition in order to prepare him for his year 12 examinations.

**Student B** is currently working at a low level as per the requirements of him against the year 12 English curriculum. Student B has previously been in support programs for having 'distressing thoughts' in order to target his mental wellbeing. When looking at School Assessed Coursework, student B is just reaching a passing mark in most of his outcomes for English. In addition to this, student B can sometimes lack motivation to achieve his goals and can be disengaged with his classwork, which may be a result of his identified disability. Student B was chosen for this inquiry as he can sometimes struggle academically with English and his overall behaviour toward his learning. Henceforth, student B requires modified support to effectively promote and progress his learning in order to prepare him for his year 12 examinations.

**Student C** is currently working at a high level against the year 12 English curriculum. When looking at School Assessed Coursework, student C is thriving with her skill development and is producing a high standard of work in all of her outcomes for English. Student C is motivated by her ability to achieve and spends a large amount of time revising and re-writing her work. Therefore, student C was chosen for this inquiry as she is at a high level, however, can be progressed with appropriate feedback into a very high level and henceforth be effectively prepared for her year 12 examinations.

**Student D** has been added to this inquiry as an addition and has been given a mock profile. Student D is an Aboriginal Australian student who is currently working at a low to medium level as per the requirements of her against the year 12 English curriculum. Student D is currently achieving a passing mark for all of her outcomes, however, is struggling with her understanding of specific course content and also struggles with identifying goals for overcoming learning difficulties. Student D has been selected for this inquiry as she can sometimes struggle with her understanding of the content being taught and she has trouble conceptualizing ways to overcome her learning difficulties. Henceforth, she requires effective feedback and feed forward in order to effectively prepare her for her year 12 examinations.

### 1B. LEARNING CONTEXT

All four students selected for this inquiry range from 'very low' to 'high' as per their requirements against the VCE English curriculum

**Student A** is currently working below the expected level as denoted by his results against rubrics for his School Assessed Coursework (SAC). In addition to this data, student A does not complete a high level of class work leading up to, or reflecting on his assessments for VCE. Student A has been selected for this inquiry as in regards to future learning, he is heading towards a continual low result for VCE and I therefore would like to target his learning and apply appropriate feedback to facilitate his success. This judgement has been made in accordance with his lack of confidence in the classroom and his consistent 'low' scoring along SAC rubrics. Whilst student A does not have an identified disability, he is academically challenged, which is in turn, affecting his overall motivation and confidence in English. Through acknowledging this, lessons need to be altered to cater to his individual needs, which include individualised education programs, consistent conferencing, visual cues and careful scaffolding of the content information. Recognising that student A lacks confidence in the classroom has led me to identify how I can best cater for his needs. Henceforth, I have concluded that the delivery of content needs to be modified to one on one instances with him and feedback needs to be explicit and verbalised thoroughly and requires 'feed forward' and 'feed up'.

**Student B** is currently working slightly below the expected level when measured against the VCE English curriculum along a rubric. In addition to this data, it is acknowledged that student B is working at this level as he does not complete his classwork to a high standard leading up to or reflecting his assessments for English. Student B has been selected for this inquiry as in regards to his future learning, he is making progress to achieve a medium to high level of results if he persists with his studies and motivation. I would therefore like to closely monitor this progression in an inquiry based format, and provide appropriate feedback in order to facilitate his success. At the beginning of the school year, student B was lacking motivation towards his English studies as he did not understand the content and did not complete additional study outside of the classroom, however, he has made advancements and we have worked together on his skill development and understanding. This judgement has been made in alignment with his initial lack of confidence and motivation which he has progressed on since, shown through him taking the time to seek assistance outside of class time. His progression is evident through the raw data I have collected on his assessments (including pre and post testing), showing an improvement in his scoring. Student B has been diagnosed with an anxiety condition that he has been working on for multiple years. Through consultation with the relevant people, student B's anxiety does impact his learning, motivation and confidence in the classroom. By acknowledging this, my lessons in the classroom are altered to cater for his needs. When delivering content, I ensure that I check in one-on-one with him on his understanding on progression. As well as this, we meet outside of class time in order for me to modify any explicit teaching that I have done in a manner that he can understand. Because student B suffers with anxiety, I ensure that I put his mental health at the forefront of our conversations to ensure I am respectful of his situation and can appropriately target his concerns. As well as this, 'feed up' and 'feed forward' are two important strategies I utilise in order to assist his learning and confidence in this area.

**Student C** is currently working above the expected level against the Victorian Curriculum for English. This is evident through her raw assessment scores against a rubric and her ability to complete all class work and home study, including additional studies. Student C has been selected for this inquiry as she is exceeding in her literacy development, evident through a comparison of her raw assessment score data from 2017 on the same skill based assessment tasks. Because of this, I want to ensure that I am providing efficient feedback in order to extend her learning and continuously further her success and achievement in preparation for her examinations. Student C has a strong religious background and in regards to this, learning content needs to be made respectful and appropriate at all times, as it is with meeting a diverse range of religious backgrounds.

**Student D** has been added to this inquiry and is used as a representative. For the purposes of this inquiry, student D is an Aboriginal Australian student who is working at level and sometimes below level when assessed along a rubric. Student D has been selected for this inquiry as I would like to research into appropriate feedback strategies for Aboriginal and Torres Strait Islander learners and demonstrate my ability to incorporate this into a classroom setting. As well as this, I would like to ensure that I am being culturally responsive and appropriate in my future teaching practice, meeting the needs of a diverse range of cultural backgrounds. The mock profile has been devised specifically in order for me to inquire into this learners context and apply appropriate feedback strategies that can best facilitate Student D's learning needs. I will ensure that I am implementing identified educational goals for this learner and applying a range of different feedback strategies in order to facilitate her learning in VCE English.

### 1C. CONTENT FOR THE PROGRAM OF LEARNING

Inserted on the following pages is a unit planner that covers the content that I am teaching over the course of my inquiry. The planner is edited to be specific to my own strategies and programs that I organised, created and implemented.

The unit planner is annotated in blue, green, purple and pink to demonstrate areas that meet **literacy skills**, provide opportunities **for specific learners**, provide opportunities for **Aboriginal and Torres Strait Islander learners** and the **incorporation of ICT**. I have also referenced **other professional standards** throughout and at the end of this document in orange.

## VCE Unit & Weekly Planner Template

<b>Unit title:</b> Unit 3	<b>Subject:</b> VCE English	<b>Year level(s):</b> 12
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Term 2		Term 2	
Weeks	Unit 3	Weeks	Unit 3
T1, W9 T2 W1 – 7	Outcome 2, Unit 3: Analysing Argument  <i><u>*Focus content for my inquiry</u></i>	8 - 11	Outcome 2, Unit 4: Presenting Argument

### Area of Study: Analysing Argument

#### Area of Study Summary (from Study Design)

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others. Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

### **Outcome Description (from Study Design)**

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. To achieve this outcome the student will draw on knowledge and related skills outlined in Area of study 2.

### **Key Knowledge (from Study Design)**

This knowledge includes:

- an understanding of arguments presented in texts
- the ways authors construct arguments to position audiences, including through reason and logic, and persuasive use of written, spoken and visual language
- the features of written, spoken and multimodal texts used by authors to position audiences, such as appeals, repetition, and vocabulary choice
- the conventions of oral presentations including intonation, stress, rhythm, pitch, timing, volume, gesture and eye-contact
- the conventions of discussion and debate such as active listening, checking for understanding and questioning
- the features of analytical responses to texts that present an argument: structure, conventions, and language including relevant metalanguage
- the conventions of spelling, punctuation and syntax of Standard Australian English.

### **Key Skills (from Study Design)**

These skills include the ability to

- summarise the key points in an argument using skills such as note-taking
- identify and analyse
  - the intent and logical development of an argument
  - language used by the writers and creators of texts to position an audience

- the impact of texts on audiences
- the way in which language and argument complement one another and interact to position the reader
- apply the conventions of oral presentation in the delivery of spoken texts
- apply the conventions of discussion and debate
- use evidence appropriately to support analytical responses
- develop sound arguments using logic and reasoning, and detect bias and faulty reasoning in the arguments of others
- plan analytical responses and texts that present an argument, taking account of the purpose, context and audience in determining the selected content and approach
- develop, clarify and critique ideas presented in their own and others' arguments using discussion and writing
- draft, review, edit and refine analytical responses and texts that present an argument, making choices about features of texts and using feedback gained from individual reflection, and peer and teacher comments
- apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately in the composition of written texts.

Key Elements	
School Priorities	<p><b><i>At the College the non-negotiable for the teaching &amp; learning program are:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Team teaching</i></li> <li>• <i>Differentiate learning</i></li> <li>• <i>Data driven</i></li> <li>• <i>Effective feedback</i></li> <li>• <i>Clear learning objectives</i></li> <li>• <i>Student focused learning</i></li> <li>• <i>Literacy</i></li> <li>• <i>Numeracy</i></li> </ul>
ICT	How will the 1:1 device be used to enhance the teaching and learning program?
VOCABULARY	Specific language techniques, contention, purpose, issue, context, tone, text types, source

Weekly Planner						
	Week & Lesson	Learning Intentions	Success Criteria	Lesson Outline	Assessment	Resources
	Term 1 Week 9	<p>To understand Unit 3, Outcome 2 and what is required.</p> <p>To be able to understand persuasive techniques used to persuade an audience</p>	Understanding of the expected tasks and the issue	<p><b>Provide an overview of Unit 3 Outcome 2</b></p> <ul style="list-style-type: none"> <li>General Introduction to this area of the course; what is required (language analysis and oral presentation) and,</li> <li>Define the issue to be explored: 'Is social media harmful?'</li> <li>Run through persuasive devices with students to determine prior knowledge. Define specific terminology of devices.</li> </ul> <div> <p><b>Standard 2.5</b> The above demonstrates how I support literacy development with learners by defining key terminology to support development and achievement. The below also demonstrates strategies for literacy development through scaffolding of the English language and how it can be used to persuade</p> </div> <ul style="list-style-type: none"> <li>Begin looking at the way that certain articles, speeches, blogs etc are structured and have students identify the different language techniques that are within those texts in order to determine what that piece of text is (what text type) and how it is persuasive as a whole.</li> </ul> <div> <p><b>Standard 1.4</b> With reference to the <i>eight way framework of Aboriginal pedagogy</i>, looking at articles/texts as a <i>whole and then deconstructing</i> them allows students to see the overall meaning and purpose before breaking it down into smaller sections. This falls in line with the idea to "deconstruct and reconstruct". This strategy directly links with <b>Student D's</b> learning to ensure that I am utilising strategies to support her achievement and <u>feeding her forward.</u></p> </div>	<p>Begin looking into the topic of social media as holiday homework</p>	<p>VCE English Study Design (2017-2020)</p> <p>Persuasive devices handout</p>



	Term 2 Week 1	To understand the topic of 'Is social media harmful?'	<p>Understanding of assessments</p> <p>Ability to discuss and analyse the concepts that are relevant to this issue.</p>	<ul style="list-style-type: none"> <li>Collect the holiday homework and negotiate expectations of behaviour with students: <ul style="list-style-type: none"> <li>Respect for others</li> <li>Responsible learning</li> <li>Empathy for others situations and learning needs</li> <li>All opinions respected</li> <li>Ethical conduct</li> <li>Responsible use of technology including laptops, phones, iPad, computers etc</li> </ul> </li> </ul> <p><b>Standards 4.2, 4.3 and 4.5</b> By setting up expectations with students on their learning I am feeding them forward in their learning. This demonstrates that I can set expectations to manage challenging behaviour, manage my teaching activities to promote effective learning and promote the responsible use of ICT.</p> <ul style="list-style-type: none"> <li>Distribute and explain the assessment descriptors (rubrics) for Language Analysis. Discuss. Book students into a computer lab to complete either a pre-test OR/AND a survey about what they are nervous about/need help with in regards to this outcome. Discuss expectations of responsible ICT use. Pre-test saved in folder *</li> </ul> <p><b>Standards 2.6, 4.5 and 3.4</b> Utilising a questionnaire through ICT allows for effective integration of ICT in to learning to make content meaningful. By setting up clear expectations for responsible ICT use, students are aware they need to use ICT safely, ethically and responsibly, thus linking to <u>feeding forward</u>.</p> <p><b>Student to teacher feedback and standards 1.6, and 5.1</b> By doing a pre-test with my learners, it assists the participation of my learners with disability (<b>Student A and Student B</b>) by developing activities that provide them with an opportunity to give me feedback on where they think they are struggling. It allows for them to participate and take control of their own learning and direct it in a way in which they would like to proceed. This pre-test is a form of <u>diagnostic feedback</u> whereby I can identify areas for growth which each individual student based on their prior knowledge</p>	<p>Pre-test</p> <p>T-bar graph outlining pros and cons of social media</p> <p>Exit pass</p>	<p>LA rubric</p> <p>PPT on Office 365</p> <p>Students' own knowledge</p> <p>Reports and articles found on the internet</p> <p>Office 365 articles and activities</p>
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				<p>Overview of the Issue: “Is social media harmful?”</p> <p>Play YouTube link sharing a story about social media and how it is harmful:  <a href="https://www.youtube.com/watch?v=7QWoP6jJG3k">https://www.youtube.com/watch?v=7QWoP6jJG3k</a></p> <p>Discuss video – Use a mind map to look at ideas and concepts behind the video e.g.:</p> <p>Purpose  Contention  Audience  Persuasive devices e.g. music, narration</p> <div style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p><b>Standard 1.4 and 1.3</b></p> <p>Through utilising the eight way framework of Aboriginal Pedagogy, it is important to use strategies that are responsive to Aboriginal and Torres Strait Islander learning needs.</p> <p>By showing a YouTube video that shares a story, it links to the <i>community setting</i> which is responsive to the idea of <i>story sharing</i> in Aboriginal pedagogy. By creating a <i>mind map after the video</i>, it allows for <i>use of learning maps which allows for complex information to be organised through a visual stimulus</i>.</p> <p>This directly links with <b>Student D’s</b> learning as she can connect with the sharing of stories and the community links, as well as see complex material in a visual format that allows a deconstruction of information into more manageable chunks. This is an element of <u>‘feeding forward’</u>.</p> <p>This also shows that I can implement strategies that are responsive to the different cultural needs of learners.</p> </div> <p>Organise the class into small groups to discuss the issue of whether social media is harmful</p> <ul style="list-style-type: none"> <li>• Background of the issue: What do they know about the issue? What is their own personal view on this issue?</li> <li>• Get students to write what they think are the “for” and “against” arguments for this issue – teacher activity choice: debates, mindmaps, group discussions etc</li> <li>• Australia's part in this issue/why is this an issue to Australian people?</li> <li>• Show students any videos from the internet you can find that are relevant to the issue and introduce it (teacher choice)</li> </ul>		
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				<ul style="list-style-type: none"> <li>• <u>Facts and statistics to unpack:</u> Class discussion of facts that agree with social media being harmful and facts that dispute the notion that social media is harmful.</li> </ul> <div style="border: 1px solid blue; padding: 5px; margin: 10px 0;"> <p><b>Standard 2.5</b> The above demonstrates how I support literacy development with learners by defining key terminology and promoting analysis of English written and visual material</p> </div> <p><b>Activity:</b> Put students into small groups to discuss stories about the impact of social media that they have experienced or heard about.</p> <div style="border: 1px solid purple; padding: 5px; margin: 10px 0;"> <p><b>Standard 1.4 and 2.4</b> Organising students into small groups and having them share stories about ‘social media impacts’ connects with the idea of story sharing for Aboriginal pedagogy. By allowing for a social activity with shared dialogue, <b>Student D</b> is able to link her learning with contextual information, current culture and make community links in order to have a more meaningful connection to the content. The group activity allows for learners to develop an understanding of and respect for Aboriginal and Torres Strait islander cultures.</p> <p>This directly links with <b>Student D’s</b> learning as she can make meaningful connections to the content. Thus, feeding her forward in her learning.</p> </div>		
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	Week 2	<p>To be able to understand persuasive devices and their impact</p> <p>To be able to understand components for analysis</p>	<p>I can understand how specific persuasive devices have an impact on an audience</p> <p>I can understand and explain analysis components.</p>	<p><b>SESSION 1&amp;2</b></p> <ul style="list-style-type: none"> <li>• USING THE INSIGHT TEXT BOOK “ENGLISH YEAR 12” TO ASSIST WITH ALL ACTIVITIES IN THIS OUTCOME: FOCUS ON CHAPTER 9 ONWARDS.</li> <li>• Go through <b>Persuasive Devices Ppt</b> with students and give them the handout (in folder)</li> <li>• Teach students your acronym: <b>CATTTPSIDA</b> for all things to annotate and include in an introduction – do this as a visual organiser on the whiteboard.  Contention  Audience  Tone  Text Type  Title  Purpose  Source  Issue/context  Date  Author</li> </ul> <div style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p><b>Standard 1.4.</b>  <i>By creating a visual stimulus in the form of a symbolic organiser of material (CATTTPSIDA), it allows for use of learning maps which allows for complex information to be organised through a visual stimulus, thus relating to the strategy of utilising visuals in the eight way framework of Aboriginal Pedagogy.</i>  This directly links with <b>Student D’s</b> learning as she see complex material in a visual format that allows a deconstruction of information into more manageable chunks. This is an element of <u>‘feeding forward’</u>.  This also assists to feed forward <b>Student A and Student B</b> in their skill acquisition of complex material.</p> </div> <p>Run through how to analyse these components in an article:  <b>Contention/Arguments</b>  <b>Audience:</b> Looking at who the piece targets, different demographics for different news sources</p>	<p><b>Essay plan</b></p> <p>Exit pass</p>	<p>Insight textbook Chapter 9 (p.140)</p> <p>Office 365 folder</p> <p>Articles in the textbook</p> <p>Insight textbook Chapter 10</p> <p>Pages 154-155</p> <p>See also p176 of the textbook re Social media</p>
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				<p>Brainstorm the differences between these media sources – the pros and cons. (Herald Sun vs The Age, 60 mins, SBS, ABC vs The Project)</p> <p><b>Tone:</b> Analysing the tone used within a piece. Refer to “Tone words” in resource folder of 365.</p> <p><b>Text Type:</b> (run through ppt next session)</p> <p><b>Purpose:</b> What is the purpose of the piece? <b>Contention/Arguments</b></p> <p><b>Source:</b> Where was it posted?</p> <p><b>Issue:</b> Overall issue and context links</p> <p><b>Look at page 140-142 on “What is an argument?”</b></p> <p><b>Look at page 145-148 for Tone and Style</b></p> <p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>Analysing an advertisement <b>or cartoon</b> (In folder) Students determine the issue, they then discuss how it makes them feel and how they are impacted by this piece in small groups and then share to the class</li> <li>Students determine the contention, target audience and purpose. Discuss as a class persuasive techniques present and the intended affect this may have on them as a viewer. [teacher choice advertisement – not necessarily on social media]</li> </ul> <p><u>Have students write a small paragraph analysing the cartoon (go through a brief structure).</u></p> <p><u>Go around the room and read students work <a href="#">providing verbal feedback</a></u></p> <div style="border: 1px solid #0070C0; padding: 5px; margin-top: 10px;"> <p><b>Standard 2.5</b> The above demonstrates how I support literacy development with learners by allowing opportunities to structure written material and providing feedback on that.</p> </div> <div style="border: 1px solid #D9534F; padding: 5px; margin-top: 10px;"> <p><b>Standard 5.2</b> The above demonstrates how I am providing feedback to my learners about their achievement through verbal feedback.</p> </div>		<p>Office 365 on planning lan-guage analy-sis</p> <p>Insight textbook</p> <p>Chapter 12</p> <p>Pages 180 - 185</p>
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			<p><b>Different types of media texts</b>  <b>Brainstorm these with students:</b>  What are the characteristics of the following types of text.  <b><u>(Run through PowerPoint)</u></b></p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Blog</li> <li>• Editorial/Articles</li> <li>• Opinion Piece/ Letter to the Editor</li> <li>• Visuals: Political cartoons, graphs, photographs, posters, different publication layouts.</li> </ul> <p><b>SESSION 3&amp;4</b>  <b>Revisit</b> CATTTPSIDA with students and revisit the different text types. Create a mind map of this material on the board.</p> <div style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p><b>Standard 1.4.</b>  Revisiting material is a specific strategy derived from the eight way framework of Aboriginal pedagogy that focuses on the idea of “repetition and returning to concepts for deeper understanding” i.e. Construct content in a non-linear fashion to revisit information to assist with consolidation.  This links with <b>Student D’s</b> learning as she can better retain information as it is repeated and further consolidated, thus being an element of <u>feed forward</u>.  This strategy will also assist with <b>Student A, B and C</b> as it is an element of revision, to then <u>feed forward</u> into future learning.</p> </div> <p>Go through Analysing Argument Ppt (in your folder)</p> <p><b>Class activity:</b> Annotate and analyse articles with students as a class (Not necessary on social media – broaden knowledge in preparation for exam)  <b>Use articles that are relevant to Australia media within the last 6 months:</b>  Changing the date of Australia Day  Rubbish and pollution  Gun control</p>		<p>Insight textbook</p> <p>Chapter 13</p> <p>Pages 193 - 203</p>
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				<p><b>Use the Australia Day articles used for 11's – In folder</b> Run through an annotation and analysis start to finish of the articles: "Why the date of Australia Day should be changed" and the response piece to it</p> <div style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p><b>Standard 1.4 and 2.4</b> By focusing on the issue of changing the date of Australia Day and why it should be changed, specifically, provides learners with an opportunity to develop an understanding of and a respect for Aboriginal and Torres Strait Islander histories, cultures and languages. This links with <b>Student D's</b> learning as I am utilising strategies to support her learning by recognising Aboriginal history and culture within the classroom. Thus, <u>feeding up through motivation and confidence and feeding forward into future learning.</u></p> </div> <p>With 15 minutes remaining, play <b>Kahoot</b> with students – The one you created on Analysing Argument <b>to revise</b> what has already been learnt.</p> <div style="border: 1px solid pink; padding: 10px; margin: 10px 0;"> <p><b>Standards 2.6 and 3.4</b> Utilising an engaging game through ICT allows for effective integration of ICT in to learning to make content meaningful.</p> </div> <div style="border: 1px solid purple; padding: 10px; margin: 10px 0;"> <p><b>Standard 1.4.</b> Revisiting material is a specific strategy derived from the eight way framework of Aboriginal pedagogy that focuses on the idea of "repetition and returning to concepts for deeper understanding" i.e. Construct content in a non-linear fashion to revisit information to assist with consolidation. This links with <b>Student D's</b> learning as she can better retain information as it is repeated and further consolidated, thus being an element of <u>feed forward.</u> This strategy will also assist with <b>Student A, B and C</b> as it is an element of revision, to then <u>feed forward</u> into future learning.</p> </div>		
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	<p><i>Week 3</i></p> <p>To be able to understand structure and implement accurate structure</p> <p>SUCCESS CRITERIA: I can use structure when writing an essay</p>	<ul style="list-style-type: none"> <li>Go through structure Ppt with students discussing any concerns etc --- <b><u>DO QUIZ</u></b></li> <li><b>Give structure handout you made (planning handout and the carefully scaffolded step by step one) and ATAR notes and run through as a class</b></li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Annotate and then analyse one of the social media articles as a class, structuring out what you will write in each paragraph. – Students are to finish this essay for homework.</li> </ul> <p>Put students into groups, giving each group an article to plan out their response. – Then, come back as a group, look through articles and their plans. Students are then to pick an article to work on.</p> <ul style="list-style-type: none"> <li><b>Persuasive Devices</b> <ul style="list-style-type: none"> <li>Monitor individual students understanding of devices. If they are still not confident in their knowledge of devices, direct them to this Quizlet: <a href="https://quizlet.com/1390464/persuasive-language-definitions-flash-cards/">https://quizlet.com/1390464/persuasive-language-definitions-flash-cards/</a>. Look at your year 12 textbook and direct students to pages 180-185.</li> </ul> </li> </ul> <p><b><u>SESSION 3 &amp; 4</u></b></p> <p>Collect homework and give feedback <b>Standard 5.1 and 5.2: written feedback, verbal feedback and informal feedback</b></p> <ul style="list-style-type: none"> <li><b>Analysis of visual texts</b> Look for images/cartoons to analyse and go through instructions on how to analyse – Look at office 365 for materials and the ones already collected</li> <li><b>Activities:</b> Place a cartoon on each table(doesn't have to necessarily be on social media), give students "Analysing images template" on 365. Give students five minutes per table to analyse images. Then, come back together as a class, share information and run through how they can use this information in their essays.</li> <li>Continue to work through articles with students.</li> </ul>		
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				<ul style="list-style-type: none"> <li>Continue activities that relate to analysing images, articles etc.</li> <li>Go back and revisit concerns in terms of structure, persuasive devices, the issue of social media etc.</li> <li>As students are doing a range of activities above, conference with each student on their areas of concern.</li> </ul> <div>Student A conferencing: Focus on specific skills that he requires. Look at strategies for motivation and engagement. Provide verbal feedback on work completed so far and collect qualitative data on this feedback</div> <div>Student B: Focus on specific skills that he requires. Look at strategies for motivation and engagement. Provide verbal feedback on work completed so far and collect qualitative data on this feedback</div> <div>Student C: Focus on specific skills that she requires. Look at strategies to further learning and progress. Provide verbal feedback on work completed so far and collect qualitative data on this feedback</div> <div> <p>Student D: Focus on specific skills that she requires. Look at strategies for motivation and engagement. Provide verbal and written feedback on work completed so far and collect qualitative data on this feedback</p> <p><b>Standard 1.4:</b> Using the strategies of non-verbal feedback to assist with retention and feedforward into future goals.</p> </div> <div> <p><b>Standard 2.5</b></p> <p>The above demonstrates how I support literacy development with learners by targeting specific areas of English</p> </div>		
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	Week 4	<p>To be able to identify areas of strength and weakness in the outcome</p> <p>To be able to use all knowledge to construct an essay</p>	<p>I can identify my own areas of weakness and take steps to overcome them</p> <p>I can use the knowledge I have gained to construct a language analysis essay</p>	<ul style="list-style-type: none"> <li>Re-visit structuring a language analysis and go through the criteria</li> <li>Run <b>SKILL BASED WORKSHOPS</b> (refer to run sheet you made) Students will be working independently on writing a language analysis essay in response to articles previously handed out (student choice) Sit up the front with a round table and follow the skill based worksheet you devised. NK coming in this session to observe. Standard 5.1 and 5.2: Informal feedback/feed forward Standard 3.3: Skill bases sessions assist in the development of knowledge, skills, problem solving and helps to develop creative and critical thinkers.</li> </ul> <div> <p><b>Standard 2.5</b> Running skill based workshops allows for me to target my learners independent needs based on what they believe they would like to focus on.</p> </div>	<p>Practice writing</p> <p>Exit pass</p>	<p>Insight textbook</p> <p>Chapter 13</p> <p>Pages 193 - 203</p>
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	Week 5	<p>To be able to identify areas of strength and weakness in the outcome</p> <p>To be able to use all knowledge to construct an essay</p>	<p>I can identify my own areas of weakness and take steps to overcome them</p> <p>I can use the knowledge I have gained to construct a language analysis essay</p>	<p><b><u>SESSION 1 &amp; 2</u></b></p> <p>Collect homework: essay writing – mark and hand back</p> <p>Standard 5.1 and 5.2 : Assess learning through formative assessment</p> <p>Run through common misconceptions based on information from skill workshops – dependent on what qualitative data you receive.</p> <p>Standard 5.1 and 5.2 : Informal feedback</p> <p>Continue analysis writing</p> <p>Continue Conferencing</p> <p>Standard 5.1 and 5.2 Informal feedback</p> <p><b><u>SESSION 3 &amp; 4</u></b></p> <p><b>PRACTICE SAC</b></p>	<p>Practice writing</p> <p>Exit pass</p>	
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	Week 6			<p>Hand out SACS and <u>written feedback attached</u></p> <p><b>Standard 1.4:</b> Using the strategies of non-verbal feedback to assist with retention and feedforward into future goals.</p> <p>Hand out feedback sheet to students and run through common misconceptions as a class for them to fill out in the template. Have them write about their goals</p> <p>Activity: Rewrite language analysis based on feedback given</p> <p>Go around and provide <u>verbal feedback</u> to all students as they fill out their template.</p> <ul style="list-style-type: none"> <li>• Feedback/conferencing</li> <li>• Further work on structure</li> <li>• Teacher choice activities based on what classes/individuals need assistance with</li> </ul> <div style="border: 1px solid orange; padding: 10px; margin-top: 20px;"> <p><b>Standard 5.1 and 5.2</b></p> <p><b>Written feedback:</b> Hand out</p> <p><b>Formal feedback:</b> Hand out and annotations on SAC</p> <p><b>Informal feedback:</b> Verbal conferencing</p> <p><b>Diagnostic feedback:</b> Pre-test and goal work</p> <p><b>Formative feedback:</b> All feedback given in regards to practice SAC</p> <p><b>providing feedback to learners in a timely manner (always within one week after prac SAC) about their achievements. Settings goals using the feedback template.</b></p> </div>		
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	Week 7			<p style="text-align: center;"><b>SAC WEEK</b></p> <p>Conferencing and practice writing</p> <p>Prepare students for the SAC with last concerns</p> <ul style="list-style-type: none"> <li>• If you have a class after the SAC in this week, start discussing Oral presentations</li> <li>• SAC to run during Mentor</li> </ul> <p><b>Standards 5.1 and 5.2:</b> Provide summative feedback and provide feedback based on their goals set out after Prac SAC</p>		
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**Additional standards met through this unit planner: 1.3, 2.1, 2.2, 2.3, 3.2 and 3.3**

1.3: The range of strategies used in this unit planner are responsive to the learning strengths and needs of learners from different linguistic, cultural, religious and socioeconomic backgrounds as I facilitate different skill acquisition areas and conference individually with students to meet their specific needs.

2.1: This unit planner demonstrates my applied knowledge of the curriculum and content to develop engaging activities for all learners

2.2: I have organised the content into well sequenced learning and teaching programs

2.3: I have both designed and implemented programs based on my knowledge of the curriculum and assessment

3.2: I have planned and structured a sequential learning program based on the unit online presented to all year 12 teachers

3.3: I have selected and used a range of relevant teaching strategies throughout this unit in order to develop knowledge, skills, problem solving and to develop creative and critical thinkers.

4.3: Manage learning and teaching activities

## 1D. PRIOR KNOWLEDGE OF MY LEARNERS

In order to establish what my selected learners already know and identify areas of success and concern, I have done the following:

- Had discussions with previous teachers of these students (**standard 6.1**)
- Had discussions with the students on areas they believe they are confident with and not so confident with at the start of the outcome and kept a record of this
- Utilised my own pre-testing data
- Environmental observations including class work and home study
- Looked at previous years data on a similar learning criteria to what I will be teaching (**standard 5.4**)

**Student A:** Previous report from 2017 based on a similar learning criterion to what is being taught throughout this inquiry:

### Learning Task: Language Analysis

#### Teacher Feedback

Student A presented some understanding of the arguments presented in the texts showing some awareness of how they have been constructed to position audiences. Some analysis and comparison of arguments with limited discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts was included. He used some textual evidence to justify the analysis. Some control of the features of comparative analysis, including the use of structure was shown.

#### Areas For Improvement

Student A needed to present a more sound and clear understanding of the arguments presented in the texts and how they have been constructed to position audiences. Clear and appropriate analysis and comparison of arguments with broad discussion of the intent along with the persuasive use of language was required. Suitable textual evidence to justify the analysis, along with comparative analysis were present, including the appropriate use of structure needed to be shown.

### **Standard 5.4**

Utilising this report to inform my future practice demonstrates that I have used assessment data in order to analyse and evaluate their understanding of the content (as this content from year 11 English is reflected directly to the year 12 curriculum). The description below the report shows how I have identified interventions and will modify my teaching practice based on the information provided

Based on the report above and the other information I collected to determine prior knowledge (mentioned above), I have been able to modify the content of my teaching programs in order to scaffold particular skills that would benefit Student A's achievement. Student A evidently had trouble presenting a "sound and clear understanding" of his learning. Upon discussion with Student A, he agreed that he has trouble with the above and general skill acquisition for English. At the beginning of the year, student A expressed through a discussion that he is not confident with any area of English and would like to "develop [his] skills in all areas". Through observations, it is evident that Student A needs modified instruction and explanation of explicit material presented. It is also clear that he needs a reminder to complete home study and undertake extended study to further his learning and skill development. In response to this, I have ensured that my learning program facilitates these concerns by modifying my program. I have also ensured that my program allow time for a range of feedback strategies to be implemented with student A.

### **Student B**

Based on Student B's previous report and a discussion with his teacher for 2017, I have been able to gain an insight into his prior knowledge and behavioral development. Utilising this, I have been able to modify course content to meet his needs. Through the discussion I had with his 2017 teacher, I learnt that he lacks motivation, in all of his studies. His teacher from last year spoke of how Student B listens attentively, but cannot seem to get the motivation to complete his classwork in a timely manner or complete his homework. I was also told that he has anxiety and that this can affect his motivation levels and therefore, work output. According to his 2017 teacher, student B can produce a good level of work when he is committed to doing so. He can write quite fluently and articulately at times and can also present an insightful analysis for particular content areas. However, he lacks the

### **Standards 1.2, 6.1 and 6.3**

For all learners (aside from D), I met with their previous teachers to discuss areas of achievement and concern. I sought advice from these colleagues on how to meet the individual learner's specific needs. My ability to utilise this advice is evident in my explanation of how I will proceed with knowledge of their prior learning e.g. implementing ideas in my unit planner. This demonstrates that I have contributed to collegial discussions and applied that to my practice

initial stages of annotation and analysis in order to effectively plan for his writing, which is his main downfall in most areas. Based on pre testing and post testing that I conducted, I have been able to see that student B takes only some feedback into consideration in order to improve his learning. Through conferencing with student B, we collectively decided that in order to improve his learning, he should continue to complete extended work that I will provide outside of home study. In addition to this, I will provide an ample amount of written and verbal feedback to assist his studies. Areas of achievement include being an attentive listener, utilising some feedback and providing a satisfactory analysis, usually. Areas for improvement include careful articulation of written language and an extended emphasis on analysis when completing assessments for English, in order to gain a heightened level of sophistication in preparation for examinations. Based on this, I am able to organize my presentation of the content to meet his level of learning and arrange for time to extend that knowledge outside of class time.

### **Student C**

Based on Student C's previous report and a discussion with her teacher for 2017, I have been able to gain an insight in to her prior knowledge and use that to influence how I organise and present the course content. Through this discussion, I learnt that student C was less motivated in year 11 than she appears to be in year 12. Her teacher from last year conveyed that whilst she is a very intelligent student, she lacked motivation and her skill acquisition struggled in certain areas, specifically her articulation and written vocabulary. Based on her reports, it is evident that on a similar assessment of skill set, she has improved quite dramatically this year. Based on pre testing and post testing that I conducted, I have been able to see that student C takes all feedback into consideration in order to improve her learning. Based on a discussion with another one of her past teachers, student C has been a willing learner and when given feedback, utilises it well to improve her learning. Through conferencing with student C, we collectively decided to improve her learning, she should continue to complete extended work that I will provide outside of home study. In addition to this, I will provide an ample amount of written and verbal feedback to assist her studies as discussed. Areas of achievement include being an attentive listener, utilizing feedback, identifying and analyzing key ideas and concepts, evaluating and explaining ideas and features, etc. Areas for improvement include careful articulation of written language and an extended emphasis on analysis when completing assessments for English, in order to gain a heightened level of sophistication in preparation for examinations. Based on this, I am able to organize my presentation of the content to meet her level of sophistication and arrange for time to extend that knowledge outside of class time.

### **Student D**

Student D does not have any prior records as she is a mock student. For the purposes of this inquiry I have made up an example of prior knowledge. Student D has been consistently working below the expected level for her English studies for the past two years. Her areas of achievement include her motivation and verbal analysis of material. She is able to understand verbal feedback and apply it to improve her learning, however, mainly has an issue knowing how to further her own studies based on the feedback presented. Areas of improvement include knowing how to take written feedback into consideration to improve future learning as well as acquisition of general literacy skills.

## **1E. THE LEARNING OUTCOMES**

### **THE EXPECTED LEARNING OUTCOMES FOR THE DURATION OF THIS INQUIRY (From the study design and goal setting)**

- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- To demonstrate an understanding of arguments presented in texts and how they position audiences
- To analyse and compare arguments, discussing the intent and development of those arguments
- To understand the use of persuasive language presented in texts and how they impact an audience
- To use textual evidence in written responses
- To have skillful control of written language including structure, language and metalanguage
- To use written language that is expressive, fluent and coherent

- To seek verbal and written feedback on drafts and practice essay writing
- To complete all home study and class work
- To take initiative to complete extended work that will assist in the learning of the outcome
- To participate in class discussions and engage in learning

#### HOW THE OUTCOMES BUILD ON PRIOR KNOWLEDGE:

For Unit 3 of English, the students are required to complete a comparative language analysis for their School Assessed Coursework and end of year exam. Students should already have prior knowledge on all of the skills required, as Unit 1 and 2 of the study design for this component are reflective of Unit 3, where the same task is completed in year 11 and the same skills are taught. Students have built up their knowledge in this area of English throughout their schooling, particularly from year 9 onwards and therefore have acquired specific skills each year to assist their learning.

ACHIEVABLE SECTIONS OF THE OUTCOMES	CHALLENGING SECTIONS OF THE OUTCOMES
<p><i>Note. Students are at all individualised levels of learning, skill development and prior knowledge, having come from different classes, schools, states or countries. On average, the below sections are achievable:</i></p> <ul style="list-style-type: none"> <li>• Analyse the use of argument and persuasive language</li> <li>• Show an understanding of the arguments presented</li> <li>• Show an understanding of how arguments and language position audiences</li> <li>• To use textual evidence</li> <li>• Structure</li> <li>• To have control of written language</li> </ul>	<ul style="list-style-type: none"> <li>• To compare the use of argument and persuasive language between texts</li> <li>• To have a sophisticated understanding on how an audience is persuaded and positioned to feel in response to a text</li> <li>• To analyse and compare arguments, discussing the intent and development of the arguments</li> <li>• To understand a range of persuasive devices and their impact on audiences</li> <li>• To integrate textual evidence</li> <li>• To have a strong control on written language that is fluent, coherent and expressive</li> </ul>

#### EXTENSIONS, AND SUPPORT FOR THOSE WITH A DISABILITY:

- For **Student A**, I have developed an Individualised Educational plan in order to assist his learning, skill acquisition and motivation (See IEP below). Student A and I have discussed his individualised plan and we work together to set achievable goals. This allows me to feed-forward Student A and facilitate his success. His IEP changes for each new outcome.
- **Student B** requires continuous support in his learning due to his identified disability, whereby he can easily become stressed or overwhelmed. I continuously, and will continue to, check in with him and his stress levels, discuss his future and mentor him on pathways he may be interested in. This allows us to build a positive relationship and limit his stress levels as he feels he can approach me for feedback and assistance. I also check that his homework is completed and he understands what he is studying, provide effective and relevant feedback to all of his class work and assessments and feed forward him where necessary. Student B and I also have many warm conversations, one is documented below.
- **Student C** requires an extension on her learning where she needs it. When student C meets what is required of her, I give her extension tasks to continue with that heighten her level of sophistication, in order to further her learning. Student C receives an ample amount of feedback and feedforward in order to carefully scaffold her learning and skill acquisition into heightened levels
- **Student D** requires extra support and a modified program (IEP), as she identifies as Aboriginal Australian (see below). To meet these requirements, I ensure that I am utilising relevant and effective feedback strategies that best suit her style of learning. I will be utilising the eight-way framework of Aboriginal pedagogy to assist me in strategies for this learner. In addition to this, I ensure that I am able to modify any course material that she requires in order to facilitate her engagement and success.



#### Individualised Educational Program (Language Analysis) – Student A

Educational goal: To actively listen in class and complete class content, both during class and as homework\*. In addition to this, increase motivation levels to facilitate more success and seek assistance\* outside of class time on areas of concern.

Speaking and listening goals: Pay attention to class discussions. Participate in class discussions. Ask questions\* to clarify any misconceptions. Pair with someone to ask them for help also. Limit distractions (no looking outside/drawing sketches in book during English time)

Reading goals: Read outside of class time. Read the content material!\* Ensure to read all required materials presented in class and for homework. Extend reading to newspapers, media outlets etc (more vocab needed, this will help)

Writing goals: Draft writing prior to assessments\*. Complete written class work on time and to a high standard (keep track of this, develop writing flow, vocab etc).

Practice writing a lot more\*

Goal score for English: 30

How will you achieve this goal: Pay attention and do homework. Seek help and listen to feedback.

#### Standards 1.1, 1.5, 3.5, 3.1, and 5.1

This IEP shows an educational plan that I set out for Student A prior to commencing his language analysis outcome. This plan demonstrates the following:

- My knowledge on my learners developments and how I can improve their learning.
- That I can differentiate my teaching to meet the specific needs of learners across abilities.
- My ability to use effective communication with my learners, as I discussed this plan with Student A and he decided on his goal score and how he will try to achieve it.
- That I can assess learning and create goals for future learning.
- I can establish challenging learning goals for learners

#### Conferencing and goal setting: Running Record – Student B - Term 2, week 1

How is everything going? "ok, yeah good"

Do you feel confident with what we just learnt? "yeah I think so"

What do you think you will do if you feel like you start forgetting: "ask you and come and get help from you"

So you will definitely come and see me if you need help? "Yes miss, I will come"

How do you feel about entering the next outcome? "worried about annotation, gathering it all, structure, comparting"

If at any point you feel concerned, what will you do: "ask for help. Ask Q in class"

\*\*Spoke about how he must come and seek help if he needs it and spoke about how putting head down on desk isn't appropriate behaviour etc

What is a goal we can set going forward: "get more feedback and come and see you for help"

How's footy going? "yeah good. Haven't played in ages. Injury" – Discussed hobbies.

Spoke to Student B about hobbies and interests and made a study plan so he can fit in his studies for English. Conversation started difficult but progressed more as we went on.

#### Standards 3.1, 4.1 and 4.3

This is a snapshot of a portion of a running record I keep with Student B on his learning progression, motivation and general knowledge. This warm conversation/discussions details that I can facilitate inclusive and positive interactions with students to engage and support them in their learning.

In addition to this, Student B rarely opens up to people and can be challenging to engage. This record details that I have negotiated expectations with him that we are both happy with and collectively set an achievable learning goal.

#### Individual Planning for Student D – notes to self

##### Utilise the eight-way framework of Aboriginal Pedagogy:

**Story Sharing:** When studying LA, make sure there is shared dialogue and that the learning is made a social activity in order to connect with Aboriginal pedagogy. When looking at texts and articles connect information to storytelling and sharing – bring in contextual information to link to current culture and feed up and feed forward with relevant connections

**Deconstruct then reconstruct:** "seeing an overall meaning, purpose and structure first and then breaking it down into manageable chunks" (Yunkaporta & Kirby 2011, p. 208). With LA, show the end goal of an analysis and then break it down into goal setting for target areas. Utilise skill based exercises and feedback/forward when breaking down

**Non-linear:** "repetition and returning to concepts for deeper understanding" (Yunkaporta 2007, cited in Lawrence E, n.d.) – Make sure annotations, planning, writing, structuring, feedback and other LA activities/concepts/ideas are repeated and returned to constantly

**Make land links and community links** where possible. Connect articles with the wider community to show purpose/links to values and our world. When conferencing, make links where possible.

##### Bring in experience learning and utilise non-verbal feedback

**Use learning maps, symbols and images** – especially with mapping out structure for LA. Utilise acronyms i.e. CATTTPSIDA as this is a way of bringing in symbols and codes to assist with complex information

#### Standards 1.4 and 2.4

This is an individual education plan that I constructed for student D to target her learning as an identified Aboriginal Australian learner.

This plan utilises the *eight way framework of Aboriginal Pedagogy* to formulate my unit/lessons and overall teaching in a manner that is respectful to her and promotes reconciliation. This plan demonstrates a brief outline of the strategies I plan to implement that are responsive to the local community and foster *meaningful connections* to learning material

## 2. THE INQUIRY

### 2A. THE INQUIRY QUESTION:

***Q. What feedback strategies can I use to improve student outcomes in a year 12 English class to effectively prepare them for their examinations?***

My inquiry question was derived from my experiences teaching English and my thought process on how I can provide the best possible feedback for my year 12 students, in order to effectively prepare them for their assessments and end of year examinations. This inquiry targets the improvement in my students learning as individuals, as they all require a different level of scaffolding, feedback and content modification. I will be carefully facilitating their skill acquisition through targeted feedback in order to support their academic development and general wellbeing. Feedback is essential to any students learning, therefore, providing effective feedback to all learners on their learning will facilitate their academic success.

### 2B. PROFESSIONAL LEARNING

To assist me in addressing my student's needs, I have identified my own areas for learning regarding what I already know, what I need to learn and the resources I will utilise for this. In order for me to gain this knowledge, I have observed multiple colleagues and their strategies for feedback and had professional conversations with these colleagues surrounding my inquiry question, students and general pedagogy.

Below is a report on one of the classes I observed.

Date: 16-5-18

Who: Teacher A – Psychology – Year 12

Learning intention: Feedback based on recent SAC

What I observed: Students were given their graded SAC's to look over with feedback attached. They were also given a 'feedback sheet' that required students to reflect on their learning. The feedback sheet had every question on it and then a section where students needed to write down self-reflection and comments and areas for improvement for them to fill out themselves. They then need to fill out a section about what they want to score on their next SAC and what they will do to achieve the goal.

At the top of the sheet, there was a section that said "did I meet my score goal" – this links directly to the last question on the feedback sheet as each time the students do a SAC feedback, they write their goal and attempt to meet it for the next SAC

The teacher is going through each question with the entire class. She is addressing common misconceptions as a group and detailing what 'should' have been the correct answer.

She is addressing concerns and answering questions that the students have in response to this.

The teacher then walked around to address individual needs and concerns.

What I can learn/take from this: I considered ways to implement something similar for my year 12 English class. I have decided that each time I do SAC feedback sessions with my class, I will have a template created (students usually do this in their books) that will include their score, goal score, ways to improve and achieve this score and a rubric 'break down' based on things/skills they need to improve on. My plan is to create a template along each SAC rubric including specific skill acquisition, content specific information etc.

Relation to inquiry: I can utilise what I learned in order to form feedback strategies that I implement into my year 12 English classroom. With the specific nature of this feedback and its relation to School Assessed Coursework, I can utilise this (in an alternative matter suitable for English) to assist in effectively preparing my English students for their examinations.

Considering SAC's are created based off of the end of year examinations, I can place a narrow focus on the feedback 'templates' so that I am able to direct their learning to exam specific information.

#### **Standards 6.1 and 6.3**

This recorded observation demonstrates that I am able to utilise advice/mimic colleagues in order to plan for professional learning needs. My mentor and I discussed this observation at the conclusion of the session to unpack the strategies used for feedback.

This shows that I have engaged with my colleagues to improve my own practice.

Below is a record of three professional conversations I have had in regards to my inquiry question

### *Conversation 1 and 2*

*Date:* 24-5-18 and 25-5-18

*Who:* Teacher A– Area Leader for English

#### *Notes on discussion:*

Teacher A uses conferencing a lot as she feels that the students get a lot more out of it, she feels that it becomes more individualised for them. She recognises that it takes time, however, she is okay with spreading it over a time frame of a week or two, whilst the students are set with class work. Her conferencing largely involves goal setting and student directed learning, where they mark themselves along a rubric and then she discusses that with them. Goal setting for her students involves them identifying a score that they want and determine how they will go about achieving that score. Other feedback strategies Teacher A uses are exit passes, that way she can reflect on her own teaching and students can consolidate their own knowledge and recognize where they're at. Teacher A also uses a Feedback Stamp "Student summary of teacher verbal feedback" where she allows the students to be responsible for recording their own feedback based on verbal conversations. Looking at identifies areas of need and re-teaching

#### *What I have learned and how will this help my inquiry:*

I have gained an insight into other ways of providing feedback. I like the idea of using a feedback stamp, where students have to record their own written feedback based on the teacher's verbal feedback. I have sought one of these stamps and will implement in the classroom to promote student directed initiative in recording feedback

### *Conversation 3*

*Date:* 23-5-18

*Who:* Teacher B– English teacher

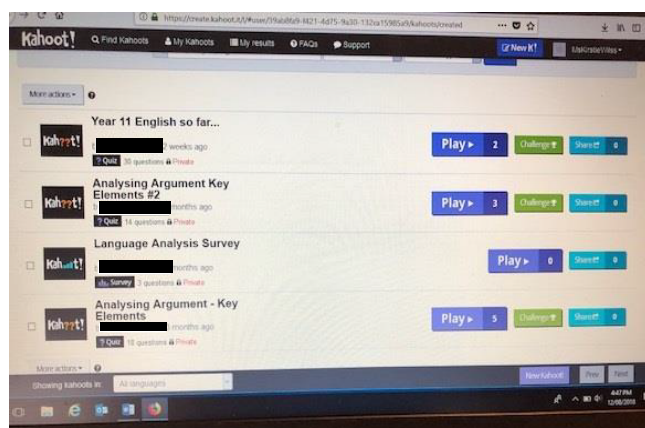
#### *Notes on discussion:*

Teacher B utilised feedback every morning with her year 11 students where they do 15 minutes of paragraph writing and she goes around giving them tips and feedback. She also collects this at the end of the session and marks the paragraphs, returning them to students with written feedback. Teacher B says that she finds individual conferencing works well with her students for this class. For her year 8s, she utilises ICT quite often – Teacher B uses One Note and other online tools with her students and gives them feedback on there. She also utilises Kahoot as a reflection tool for content knowledge

I asked Teacher B how she promotes learning for any students with disability she stated that she acknowledges where their interests and needs are and ensures she can modify daily content to fit their needs. For example, she has a student who is quite visual and therefore modifies his learning to graphic organisers etc

#### *What I have learned and how this will help my inquiry:*

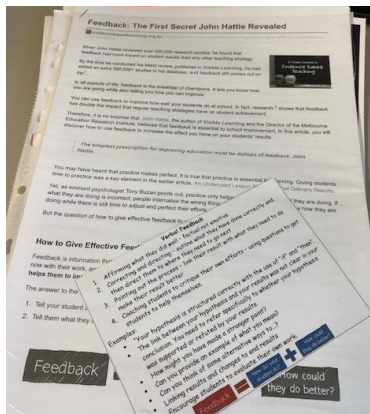
I had Teacher B show me these ICT tools and how she implements them so that I can utilise them in my classroom and for my inquiry. I also gained some techniques for working with students who are strong visual learners



#### **Standards 2.1, 2.6, 3.4 and 4.5**

This is a screenshot of my Kahoot homepage showing that I created games and surveys to link to the students learning. Students seemed to be heavily engaged with Kahoot, enthusiastically getting into teams and participating in answering questions that reflect their current learning of Analysing Argument. This allowed me to utilise ICT in making content relevant and meaningful to learners, engaging them in their learning and ensuring their safe use of ICT. To ensure safe use of ICT, I ensured all students were using their school wifi only for the game/survey in the classroom. I allowed for mobile phones and laptops to be used as long as they were being used responsibly. In terms of my inquiry, I used these games as a basis for revision and reflection and provided verbal feedback to students based on their answers.

In addition to the above, I also took part in a number of Professional Development programs and conducted my own research into literature in order to assist me with my inquiry. Some records and images of these programs and research notes are below.



Research notes: Hattie (2009) found that “feedback had more impact on student results than any other teaching strategy”. It is well researched that “feedback...lets you know how you are going while also telling you how you can improve”, both in regards to learning and teaching. There are two steps to providing feedback with the goal “to provide students with insight that helps them improve their performance”

1. Tell the student of their current level
2. Tell them what they can do to improve

Students then need their teacher to:

- affirm what they did well
- correct and direct
- point out the process
- coach them to critique themselves.

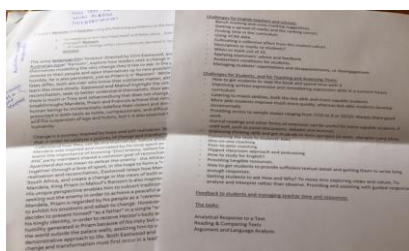
\* I will be using all of these options and approaches for the purposes of my inquiry question

Notes from evidencebasedteaching.org.au

Setting Goals	Structuring Lessons	Explicit Teaching	Worked Examples	Collaborative Learning	Multiple Exposures	Questions and Feedback	Metacognitive Strategies	Differentiated Teaching
<ul style="list-style-type: none"> <li>Set clear, specific, and measurable goals</li> <li>Communicate goals to students</li> <li>Monitor progress and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Plan lessons with clear objectives</li> <li>Use a variety of teaching methods</li> <li>Provide opportunities for student participation</li> </ul>	<ul style="list-style-type: none"> <li>Use direct instruction</li> <li>Provide clear examples and models</li> <li>Use explicit language to describe skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear, step-by-step examples</li> <li>Use worked examples to demonstrate skills and concepts</li> <li>Provide opportunities for student practice</li> </ul>	<ul style="list-style-type: none"> <li>Use group work and peer learning</li> <li>Provide opportunities for student collaboration</li> <li>Use collaborative learning to build understanding</li> </ul>	<ul style="list-style-type: none"> <li>Provide multiple opportunities for student practice</li> <li>Use multiple examples to demonstrate skills and concepts</li> <li>Provide opportunities for student reflection</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of questioning techniques</li> <li>Provide opportunities for student feedback</li> <li>Use feedback to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>Use metacognitive strategies to build understanding</li> <li>Provide opportunities for student reflection</li> <li>Use metacognitive strategies to improve learning</li> </ul>	<ul style="list-style-type: none"> <li>Use differentiated teaching to meet individual needs</li> <li>Provide opportunities for student choice</li> <li>Use differentiated teaching to improve learning</li> </ul>

High Impact Teaching Strategies (HITS) will be used for my inquiry question, directed to feedback strategies:

- Setting goals
- Structuring lessons
- Explicit teaching
- Worked examples
- Collaborative learning
- Multiple exposures
- Questions and feedback
- Metacognitive strategies
- Differentiated teaching



A snapshot of resources given from a VCE English Professional Development program that was taken by Joseph Crofts. This PD allowed me to engage with professional teaching networks to broaden my knowledge of content

Research notes from Teacher Learning Network and the Education Union:

Some strategies for feedback I would like to focus on based on this research includes *feedback* in conjunction with *feedforward*.

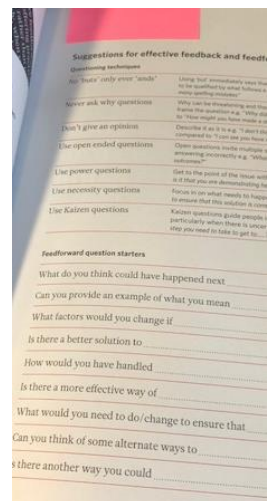
I plan to do this utilising questioning techniques for each of the students, such as questions that: “don’t give an opinion, open-ended, Kaizen questions, necessity questions and power questions”. I would also like to utilise feedforward question starters, specifically with Students A and B, in order to promote their higher order thinking.

Utilise the MRC instructional framework of feedback, feed up and feedforward to engage and direct learners

Feed up: Where am I going?

Feedback: How am I going?

Feedforward: Where to next?



MRC Lesson Instructional Framework		
Learning Intention and Success Criteria	Feed Up: Where am I going? (the goal)	Feed Back: How am I going?
<ul style="list-style-type: none"> <li>Enable</li> <li>Ready to learn</li> <li>Prior Knowledge (ZPD)</li> </ul>		
<ul style="list-style-type: none"> <li>New Knowledge</li> <li>Explicitly teach knowledge and skill</li> <li>Explore</li> <li>Understand</li> <li>Apply</li> </ul>		
<ul style="list-style-type: none"> <li>Review - has the Success Criteria been met?</li> </ul>		

## Standards 2.5, 6.1, 6.2, 6.4, 7.4

Shown above are a range of teaching strategies that I researched or learnt through professional development in order to support my learners and their literacy achievement. These resources demonstrate that I have identified and planned for my professional learning needs, engaged in professional learning and participated in professional learning programs to improve my practice, as well as engaged with professional teaching networks in order to broaden my knowledge.

Note. If I were to be teaching any element of numeracy, I would engage in similar research and professional development to gain strategies to support numeracy development and achievement



## 2C. CHILD SAFETY AND WELFARE

Below is a report that details my understanding of the legislative, administrative, organizational and professional requirements, policies and processes that relate to child safety and welfare

As a registered teacher, I acknowledge that it is my responsibility to support the safety and wellbeing of all students, in line with the Children, Youth and Families Act 2005 (VIC). I am aware that I am legally required to notify the Department of Health and Human Services, Child Protection if I have the belief that a child has suffered or may suffer harm due to physical injury, neglect, sexual abuse and if the child's guardians have not protected or are unlikely to protect that child from harm. As a staff member at College it is my duty to ensure that I meet the obligations of mandatory reporting through documenting all necessary fields, advising appropriate personnel, reporting suspected cases in an appropriate way and seeking feedback, advice and support from others. In addition to this, I am aware that any sexual offences committed by an adult to a child under 16 must be reported to the police and if this is not done, it is a criminal offence (unless the information has already been reported or the child is over 16).

I acknowledge and am aware of the following procedures for mandatory reporting:

- Forming a belief and making a report to Child Protection (this could be a child disclosing the information, a relative or acquaintance disclosing the information, professional observations and judgements of the child's physical condition or behaviour.
- While forming a belief, I must document all concerns in a confidential manner and discuss with the relevant principal.
- Report to Child Protection and Child FIRST and record it on compass as a confidential note including all details e.g. specifics of the case, officer taking the call, actions required etc.
- I may be interviewed by a member from the Department of Health and Human Services.

Please see on the following pages a certificate of completion for mandatory reporting

In addition to mandatory reporting, I understand that it is also my responsibility to be knowledgeable in asthma and anaphylaxis for child safety and welfare protocols. I understand that I must be aware of students under my care who have asthma or anaphylaxis, what they are allergic or react to and the protocols on how to proceed with any attack. Please see on the following pages two certificates that show my completion of both asthma and anaphylaxis training. I have also completed a practical test with the school nurse and passed to the schools requirement for anaphylaxis.

As well as this, I am aware of the procedures and protocols for ethical use of ICT within the classroom and school, such as: site blocking, active observation, promoting knowledgeable learners with ICT and safe behaviour and actions when using ICT.

Below is a record of a conversation I had with my mentor in response to the report above

Conversation 4

Date: 24-5-18

Who: *Teacher A*

Notes on discussion: Teacher A and I discussed the above report and spoke about the steps for mandatory reporting and the sensitive nature of these reports. She asked me about determining reasonable belief for a student's welfare and the steps I would take in reporting something. As well as this, we discussed the asthma and anaphylaxis training that I undertook and Teacher A shared a case with me. We spoke about classrooms that I teach in and how I can access a phone, teacher or staff member easily, if I am in need of assistance. Lastly, we spoke about the integration of ICT and ensuring the safe and ethical use of this. Teacher A spoke about proximity and how this can assist with active observation of ICT. Teacher A told me of the importance of logging absolutely everything on Compass. I learnt more about the protocol process and became more confident in my ability to form a reasonable belief. I learnt that I should utilise proximity more effectively in active observation of ICT.

### **Standards 4.4, 4.5, 7.1 and 7.2**

The above report, professional conversation and certificates on the following pages document my competence in maintaining the safety of learners through the implementation of curriculum and legislative requirements and the ability to promote and use ICT safely, responsibly and ethically in the classroom. As well as this, the report and certificates show that I have met professional ethics and responsibilities by meeting codes of conducts and ethics established by regulatory authorities, systems and education settings. In addition, these pieces of evidence show that I have complied with legislative, administrative and organisation requirements in understanding the implications of and complying with these requirements, policies and processes.



[redacted]  
[redacted]  
[redacted]

### 3. THE ACTION PLAN

#### ACTION PLAN OVERVIEW

***Inquiry Question: What feedback strategies can I use to improve student outcomes in a year 12 English class to effectively prepare them for their examinations?***

***TIMELINE:*** My inquiry will be actioned over a duration of 8 weeks where students are studying Unit 3 English for the outcome of a comparative language analysis. The students I have selected for this inquiry have four hours of English per week. Activities, resources and practices that *relate to my question of inquiry* are detailed below. A unit outline for this outcome can be found in section 1C of this document.

#### CONTENT AND LEARNING OUTCOMES FOR LEARNERS

To identify whether my practice has improved my selected students engagement and achievement, I will be giving them a **'pre-test'** for language analysis, to determine their prior knowledge in the area and confidence levels. As well as this, I will be collecting **qualitative data in the form of verbal conferencing** in order to determine areas of strength and weakness prior to my practice commencing. Collecting this feedback and data will allow me to measure the effectiveness of my practice through formative assessment such as **homework, essay drafting, practice SACs and class activities**, and through the summative assessment of **School Assessed Coursework** at the end of the outcome.

Throughout this inquiry, I will be providing an ample amount of individualised written and verbal feedback to carefully scaffold each one of my learner's progress and I will monitor the success of my practice throughout the duration. Evidence I will collect to determine the effectiveness of my feedback will be in the form of their **written drafts, homework, class work, practice SACs and SACS** and I will also be conducting a **post outcome conferencing** with each student to record qualitative data and measure their engagement and success.

**Student A** will be receiving extra conferencing on his engagement and learning progression as I feel that he can lack the motivation for independent studying. I therefore would like to monitor his progress accordingly and promote initiative for him to complete extended work outside of set work and come and seek feedback from me more often. Student A seeking out feedback from me is an extended outcome that I would like for him to work towards in addition to completing all home study and class work. As well as this, another outcome for student A specifically is to work on his flow of writing and vocabulary extension.

**Student B** will also be receiving extended conferencing on his engagement and learning progression as he can also lack motivation for independent study and his schoolwork in general, largely due to his anxiety. I would therefore like to implement warm conversations around his studying and external hobbies so that he feels comfortable in the classroom. By doing this, I hope that student B feels more comfortable in his learning and completes all class work and drafting. An extended outcome I have set for student B is to draft more essays when they are set for homework and to seek out feedback verbally.

**Student C** completes all homework and class work when it is set. An extended outcome for student C is to take initiative in her own English studies and complete drafts in between work that is specifically set, and seek out feedback from me outside of class time. I would also like student C to work on her metalanguage input into her essays.

**Student D** will be receiving extra conferencing sessions on her engagement in her learning and commitment to her English studies. Student D's extended outcomes are for her to feel confident in seeking out feedback and drafting work to receive verbal and written feedback. I would like her to extend her knowledge in the content area through practice annotations and developing her flow of writing.

## THE LEARNING ENVIRONMENT

Expectations for learning and interacting have been agreed to by all learners within the classroom at the beginning of the year. Students are aware about being respectful of others and showing empathy for one another's situations, experiences and opinions. All students are aware that a breach of these expectations will warrant intervention. I have also agreed to the terms, to ensure respectful relationships between students and teacher within the classroom.

All students with concerns are aware that they can express them anonymously in the form of a suggestion box, or, they are welcome to speak to me directly. I will also be conducting conferencing weekly throughout this inquiry (and continuing afterwards) with students to monitor academic and emotional engagement to their English studies. Expectations for physical safety such as no chair swinging, remaining seated, no throwing of objects etc. have also been agreed to at the beginning of each term.

ICT expectations of use have also been agreed upon at the beginning of the year, including the responsible use of ICT for set school work only, using others property respectfully and engaging in the learning correctly and responsibly.

## TEACHING PRACTICES, LEARNING RESOURCES, ACTIVITIES AND ASSESSMENT

Below is a weekly planner that I devised for each of my students in response to my inquiry question surrounding feedback.

<i>Planner for Student A</i>	
<i>Week 1</i>	<ul style="list-style-type: none"> <li>Collect the holiday homework session 1 and <u>provide written and verbal feedback</u> session to entire class 3/4</li> <li><u>Conference</u> with Student A individually in response to holiday homework and <u>set goals</u> for this outcome</li> <li>Use feed forward strategies and questioning: <ul style="list-style-type: none"> <li>- Can you think of some alternative ways to...?</li> <li>- Is there another way to do ...?</li> <li>- Where to next...</li> </ul> </li> <li>Hand out pre-test and use as <u>diagnostic feedback</u> to determine prior knowledge and current level</li> </ul>
<i>Week 2</i>	<p>Session 1 &amp; 2</p> <ul style="list-style-type: none"> <li><u>Informal conferencing</u> with understanding on CATTTPSIDA: Have student repeat the areas and explain each</li> <li>Look at annotation and paragraph on cartoon analysis – re-visit key terminology where needed. Have student A relay process to you to determine understandings. <u>Provide verbal feedback</u> and have student write down notes based on verbal feedback</li> </ul> <p>Session 3 &amp; 4</p> <ul style="list-style-type: none"> <li>Check annotation of Aus Day articles. Provide verbal feedback.</li> </ul>
<i>Week 3</i>	<ul style="list-style-type: none"> <li>Check quiz answers - questioning</li> <li>Collect planned response to article and provide <u>written feedback</u> to give back session 3</li> </ul> <p>Session 3 &amp; 4 : BIG CONFERENCING DAY</p> <ul style="list-style-type: none"> <li><u>Conference</u> on: <ul style="list-style-type: none"> <li>Homework</li> <li>Progression</li> <li>Engagement</li> <li>Areas of concern</li> </ul> </li> </ul> <p>Tell student A of areas he is doing well (strategies)</p>



	<p>Collectively design learning goals and “where to” from here</p> <p>Have student A write these goals down</p> <p>Hand out response and have student A highlight and make notes</p>
Week 4	<p><b>SKILL BASED WORKSHOPS</b></p> <ul style="list-style-type: none"> <li>• Discuss with Student A what areas he thinks he would like to target (<u>feed forward/goal setting via student initiative</u>)</li> <li>• Invite to attend each skill session</li> <li>• <u>Verbal/informal conferencing</u> in groups</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Collect homework: essay writing – mark and hand back with written feedback</li> <li>• Use notes from skill based workshop conferencing to address areas of concern (verbal)</li> <li>• Practice SAC (provide heavy written feedback)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Hand out SAC and <u>written feedback attached</u></li> <li>• Hand out feedback sheet, run through common misconceptions as a class</li> <li>• Run through misconceptions verbally and have Student A record down notes as you give verbal feedback, to pair with the written. <ul style="list-style-type: none"> <li>- Explain new ways of doing what went wrong</li> <li>- Use questioning strategies: “What do you think you could do instead”</li> <li>- Set goals leading up to SAC</li> </ul> </li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• SAC week</li> <li>• <u>Summative feedback</u> (written)</li> <li>• Address areas that student went wrong (written and verbally)</li> <li>• Look at other ways to tackle misconceptions and <u>set goals</u> moving forward</li> </ul> <p>Advise student A to <u>keep drafting essays leading up to his exam</u>, to effectively prepare him. Provide feedback in a timely manner on these.</p>

**Standards 1.6, 1.2, 3.1, 3.2, 3.3, 3.5, 4.1, 5.1 and 5.2**

**1.6:** Utilising feedback strategies to support participation of learners with disability.

**1.2:** Learning programs structured using research and collegial advice

**3.1:** Setting explicit, challenging and achievable learning goals as a part of feed forward.

**3.2:** Weekly planner shows a sequential learning program.

**3.3:** Relevant feedback strategies have been used to develop knowledge, skills, problem solving and critical and creative thinking.

**3.5:** Using verbal and non-verbal communication strategies to support learners.

**4.1:** Establishing and implementing positive interactions to engage learners.

**5.1:** Assessing learning using formal, informal, diagnostic, formative and summative assessment strategies.

**5.2:** Providing feedback to learners about their learning.

<b>Planner for Student B</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Collect the holiday homework session 1 and <u>provide written and verbal feedback</u> session to entire class 3/4</li> <li><u>Conference</u> with Student B individually in response to holiday homework and <u>set goals</u> for this outcome *check motivation and engagement levels</li> <li>Use feed forward strategies and questioning: <ul style="list-style-type: none"> <li>- Can you think of some alternative ways to...?</li> <li>- Is there another way to do ...?</li> <li>- Where to next...</li> </ul> </li> <li>Hand out pre-test and use as <u>diagnostic feedback</u> to determine prior knowledge and current level</li> </ul>
<b>Week 2</b>	<p>Session 1 &amp; 2</p> <ul style="list-style-type: none"> <li><u>Informal conferencing</u> with understanding on CATTTPSIDA: Have student repeat the areas and explain each</li> <li>Look at annotation and paragraph on cartoon analysis – re-visit key terminology where needed. Have student B relay process to you to determine understandings. <u>Provide verbal feedback</u> and have student write down notes based on verbal feedback</li> </ul> <p>Session 3 &amp; 4</p> <p>Check annotation of Aus Day articles. Provide verbal feedback</p>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Check quiz answers - questioning</li> <li>Collect planned response to article and provide <u>written feedback</u> to give back session 3</li> </ul> <p>Session 3 &amp; 4 : BIG CONFERENCING DAY</p> <p><u>Conference on:</u>  Homework  Progression  Engagement  Areas of concern  Tell student B of areas he is doing well (strategies)  Collectively design learning goals and “where to” from here  Have student B write these goals down  Hand out response and have student B highlight and make notes</p>
<b>Week 4</b>	<p><b>SKILL BASED WORKSHOPS</b></p> <ul style="list-style-type: none"> <li>Discuss with Student B what areas he thinks he would like to target (<u>feed forward/goal setting via student initiative</u>)</li> <li>Invite to attend each skill session</li> </ul> <p><u>Verbal/informal conferencing</u> in groups</p>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Collect homework: essay writing – mark and hand back with written feedback</li> <li>Use notes from skill based workshop conferencing to address areas of concern (verbal)</li> </ul> <p>Practice SAC (provide heavy written feedback)</p>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Hand out SAC and <u>written feedback attached</u></li> <li>Hand out feedback sheet, run through common misconceptions as a class</li> </ul> <p>Run through misconceptions verbally and have Student B record down notes as you give verbal feedback, to pair with the written.</p> <ul style="list-style-type: none"> <li>- Explain new ways of doing what went wrong</li> <li>- Use questioning strategies: “What do you think you could do instead”</li> <li>- Set goals leading up to SAC</li> </ul>

Week 7	<ul style="list-style-type: none"> <li>• SAC week</li> <li>• <u>Summative feedback</u> (written)</li> <li>• Address areas that student went wrong (written and verbally)</li> <li>• Look at other ways to tackle misconceptions and <u>set goals</u> moving forward</li> <li>• Advise student B to <u>keep drafting essays leading up to his exam</u>, to effectively prepare him. Provide feedback in a timely manner on these.</li> </ul>
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**Standards 1.6, 1.2, 3.1, 3.2, 3.3, 3.5, 4.1, 5.1 and 5.2**

- 1.6:** Utilising feedback strategies to support participation of learners with disability.  
**1.2:** Learning programs structured using research and collegial advice  
**3.1:** Setting explicit, challenging and achievable learning goals as a part of feed forward.  
**3.2:** Weekly planner shows a sequential learning program.  
**3.3:** Relevant feedback strategies have been used to develop knowledge, skills, problem solving and critical and creative thinking.  
**3.5:** Using verbal and non-verbal communication strategies to support learners.  
**4.1:** Establishing and implementing positive interactions to engage learners.  
**5.1:** Assessing learning using formal, informal, diagnostic, formative and summative assessment strategies.  
**5.2:** Providing feedback to learners about their learning.

<b>Planner for Student C</b>	
Week 1	<ul style="list-style-type: none"> <li>• Collect the holiday homework session 1 and <u>provide written and verbal feedback</u> session to entire class 3/4</li> <li>• <u>Conference</u> with Student C individually in response to holiday homework and <u>set goals</u> for this outcome</li> <li>• Use higher order questioning, promote metacognitive thinking <ul style="list-style-type: none"> <li>- How would you define...</li> <li>- Describe what is happening when...</li> </ul> </li> <li>• Hand out pre-test and use as <u>diagnostic feedback</u> to determine prior knowledge and current level</li> </ul>
Week 2	<p>Session 1 &amp; 2</p> <ul style="list-style-type: none"> <li>• <u>Informal conferencing</u> with understanding on CATTTPSIDA: Have student repeat the areas and explain each</li> <li>• Look at annotation and paragraph on cartoon analysis – re-visit key terminology where needed. Have student C relay process to you to determine understandings. <u>Provide verbal feedback</u> and have student write down notes based on verbal feedback</li> </ul> <p>Session 3 &amp; 4</p> <p>Check annotation of Aus Day articles. Provide verbal feedback</p>
Week 3	<ul style="list-style-type: none"> <li>• Check quiz answers - questioning</li> <li>• Collect planned response to article and provide <u>written feedback</u> to give back session 3</li> </ul> <p>Session 3 &amp; 4 : BIG CONFERENCING DAY</p> <p><u>Conference</u> on:  Homework  Progression  Engagement</p>

	<p>Areas of concern</p> <p>Tell student C of areas she is doing well (strategies)</p> <p>Collectively design learning goals and “where to” from here</p> <p>Have student C write these goals down</p> <p>Give out high response</p>
Week 4	<p><b>SKILL BASED WORKSHOPS</b></p> <ul style="list-style-type: none"> <li>• Discuss with Student C what areas she thinks she would like to target (<u>feed forward/goal setting via student initiative</u>)</li> <li>• Invite to attend each skill session</li> </ul> <p><u>Verbal/informal conferencing</u> in groups</p>
Week 5	<ul style="list-style-type: none"> <li>• Collect homework: essay writing – mark and hand back with written feedback</li> <li>• Use notes from skill based workshop conferencing to address areas of concern (verbal)</li> <li>• Practice SAC (provide heavy written feedback)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Hand out SAC and <u>written feedback attached</u></li> <li>• Hand out feedback sheet, run through common misconceptions as a class</li> <li>• Run through misconceptions verbally and have Student C record down notes as you give verbal feedback, to pair with the written. <ul style="list-style-type: none"> <li>- Explain new ways of doing what went wrong</li> <li>- Use questioning strategies: “What do you think you could do instead”</li> <li>- Set goals leading up to SAC</li> </ul> </li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• SAC week</li> <li>• <u>Summative feedback</u> (written)</li> <li>• Address areas that student went wrong (written and verbally)</li> <li>• Look at other ways to tackle misconceptions and <u>set goals</u> moving forward</li> </ul> <p>Advise student C to <u>keep drafting essays leading up to her exam</u>, to effectively prepare her. Provide feedback in a timely manner on these.</p>

**Standards 3.1, 1.2, 3.2, 3.3, 3.5, 4.1, 5.1 and 5.2**

**3.1:** Setting explicit, challenging and achievable learning goals as a part of feed forward.

**1.2:** Learning programs structured using research and collegial advice

**3.2:** Weekly planner shows a sequential learning program.

**3.3:** Relevant feedback strategies have been used to develop knowledge, skills, problem solving and critical and creative thinking.

**3.5:** Using verbal and non-verbal communication strategies to support learners.

**4.1:** Establishing and implementing positive interactions to engage learners.

**5.1:** Assessing learning using formal, informal, diagnostic, formative and summative assessment strategies.

**5.2:** Providing feedback to learners about their learning.

<b>Planner for Student D</b>	
<b>Week 1</b>	<ul style="list-style-type: none"> <li>Collect the holiday homework session 1 and <u>provide written and verbal feedback</u> session to entire class 3/4</li> <li><u>Conference</u> with Student D individually in response to holiday homework and <u>set goals</u> for this outcome. Write the goals down in workbook and collectively come to a decision and arrange steps for progress towards those goals.</li> <li>Use feed forward strategies and verbal questioning specifically <ul style="list-style-type: none"> <li>- Can you think of some alternative ways to...?</li> <li>- Is there another way to do ...?</li> <li>- Where should we head to next...?</li> </ul> </li> <li>Hand out pre-test and use as <u>diagnostic feedback</u> to determine prior knowledge and current level</li> </ul>
<b>Week 2</b>	<p>Session 1 &amp; 2</p> <ul style="list-style-type: none"> <li><u>Informal conferencing</u> with understanding on CATTTPSIDA: Have student repeat the areas and explain each</li> <li>Give an example cartoon analysis before Student D writes one herself so that she can see the process of <u>"deconstruct and reconstruct"</u> – <u>provide verbal assistance with this</u></li> <li>Look at annotation and paragraph on cartoon analysis – re-visit key terminology where needed. Have student D relay process to you to determine understandings. <u>Provide verbal feedback</u> and have student write down notes based on verbal feedback</li> </ul> <p>Session 3 &amp; 4</p> <ul style="list-style-type: none"> <li>Check annotation of Aus Day articles. Provide <u>verbal feedback</u>. Provide opportunity for <u>story sharing or expression of culture links– informal conference</u></li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>Check quiz answers - questioning</li> <li>Collect planned response to article and provide <u>written feedback</u> to give back session 3</li> </ul> <p>Session 3 &amp; 4 : BIG CONFERENCING DAY</p> <p><u>Conference</u> on:</p> <p>Homework Progression Engagement Areas of concern</p> <p>Tell student D of areas she is doing well (strategies) Collectively design learning goals and "where to" from here Arrange learning goals in a visual <u>"mind map" format</u></p> <p>Hand out an analysis to show Student D <u>the "big picture" of what she is heading towards. Have her annotate for homework (deconstruct and reconstruct strategy)</u></p>
<b>Week 4</b>	<p><b>SKILL BASED WORKSHOPS</b></p> <ul style="list-style-type: none"> <li>Discuss with Student D what areas she thinks she would like to target (<u>feed forward/goal setting via student initiative</u>)</li> <li>Invite to attend each skill session</li> </ul> <p><u>Verbal/informal conferencing</u> in groups</p>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>Collect homework: essay writing – mark and hand back with written feedback</li> <li>Use notes from skill based workshop conferencing to address areas of concern (verbal)</li> <li>Practice SAC</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>Hand out SAC and <u>written feedback attached</u></li> <li>Hand out feedback sheet, run through common misconceptions as a class</li> <li>Run through misconceptions verbally and have Student D record down notes as you give verbal feedback, to pair with the written. <ul style="list-style-type: none"> <li>- Explain new ways of doing what went wrong</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Use questioning strategies: "What do you think you could do instead"</li> <li>- Set goals leading up to SAC using <u>visual organiser</u></li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• SAC week</li> <li>• <u>Summative feedback</u> (written)</li> <li>• Address areas that student went wrong (written and verbally)</li> <li>• Look at other ways to tackle misconceptions and <u>set goals</u> moving forward</li> </ul> <p>Advise student C to <u>keep drafting essays leading up to her exam</u>, to effectively prepare her. Provide feedback in a timely manner on these.</p>

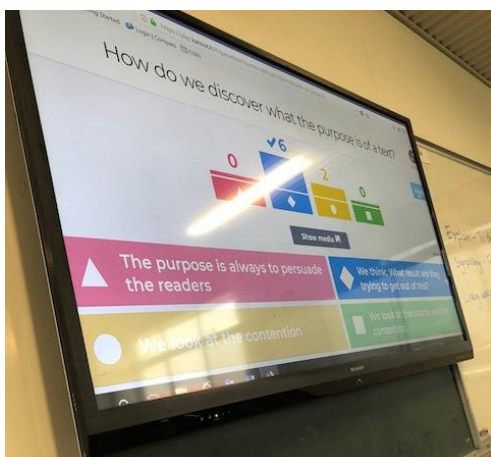
#### Standards 1.4, 2.4, 3.1, 3.2, 3.3, 3.5, 4.1, 5.1, 1.2 and 5.2

- 1.4:** Designing and using feedback strategies that are responsive to Aboriginal and Torres Strait Islander learners.
- 2.4:** Providing opportunities in learning for the respect for Aboriginal and Torres Strait islander histories, cultures, languages
- 3.1:** Setting explicit, challenging and achievable learning goals as a part of feed forward.
- 3.2:** Weekly planner shows a sequential learning program.
- 3.3:** Relevant feedback strategies have been used to develop knowledge, skills, problem solving and critical and creative thinking.
- 3.5:** Using verbal and non-verbal communication strategies to support learners.
- 4.1:** Establishing and implementing positive interactions to engage learners.
- 5.1:** Assessing learning using formal, informal, diagnostic, formative and summative assessment strategies.
- 5.2:** Providing feedback to learners about their learning.
- 1.2:** Learning programs structured using research and collegial advice

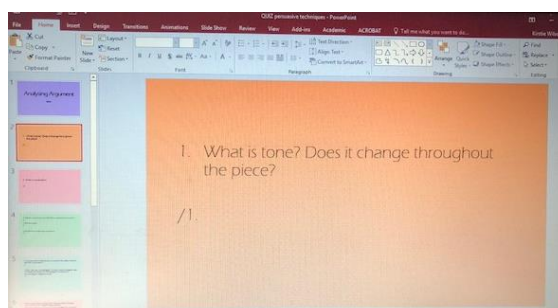
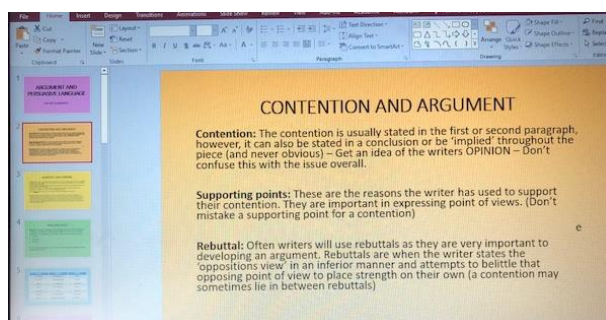
Below are some of the learning resources, activities and assessments I have used throughout this inquiry and that reference my inquiry question

**Resource: PowerPoints and ICT used**

**Standards 2.2, 2.6, 3.2, 3.3, 3.4:** Content selection used to plan learning programs, ICT integration and engagement, and resource implementation.  
**Feedforward, informal**



**Kahoot, PowerPoints for content, quiz (assessment)**



**Resource:** *Template for Language Analysis – given to students after their Practice SAC. Focus on goal setting.*  
**Standards 2.1, 5.2, 1.6 and 5.5 :** Use knowledge of content for teaching strategies, Providing feedback to learners about their learning and utilising goal setting. Report on learners achievement to learners  
**Feedforward, feedback, informal, goal setting**

# VCE English – Unit 3

## Practice SAC – Language Analysis

### *Feedback sheet*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My teacher feedback suggested that I do well at/could improve on:

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Based on the feedback I received, I will work on:

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Area of focus	What I did right/can improve on for this area
Arguments and positioning the audience	



Analysis and comparison of arguments, including “intent and development of argument” as well as the “ <i>impact</i> ”	
Analysis and comparison of arguments, including “persuasive use of language” and the “ <i>impact</i> ” of the texts (incl. textual evidence)	
Structure and features of comparative analysis	
Written language including spelling, punctuation and syntax	

**Resource:** Articles on changing the date of Australia Day

**Standard 2.4:** Understanding and respect for Aboriginal and Torres Strait Islander people to promote reconciliation

**Feedforward, feed up**

**Australia Day dividing Australians and excluding Indigenous people, says Professor Chris Sarra**

By Indigenous affairs reporter Michael Brennan and 7.10 reporter Michael Barr  
Updated 17 Jan 2018, 8:41pm



PHOTO: A protest flag at Bondi Beach on January 26, 2018. Protesters have been seen holding a banner that reads "CHANGE THE DATE". The banner is black with a yellow circle in the center containing the word "CHANGE". Below the banner, a person is holding a smartphone to take a photo.

The date of Australia Day is dividing Australians and excluding Indigenous people, according to one of Australia's most influential Aboriginal voices.

**Key points**

- Prime Minister Malcolm Turnbull disappointed by calls to change Australia Day date
- Professor Chris Sarra says the date excludes Aboriginal and Torres Strait Islander people
- The government believes changing the date is a denial of history

"Regrettably I don't think Australia Day, and what it represents, is a day that


We asked if you thought it was possible to debate the date of Australia Day without dividing Australians, find the answers.

### Changing the date 'denies history'

Earlier this week the Prime Minister said he was "disappointed" by calls to change the date and said it amounted to a denial of history.

But Professor Sarra said it was time to "calmly" reconsider whether January 26 is an inclusive date.

#### How to change the date



The date of all public holidays are decided at the state level -- so how would we go about changing the date of Australia Day?

"Having seen the Prime Minister's response in the fullest context, clearly he's interested in having an honest conversation," Professor Sarra said.

"Clearly we need to have more conversation about what that day means for Aboriginal Australians."

The Federal Government strongly supports the date of Australia Day and has stripped two Melbourne councils of the power to hold citizenship ceremonies.

The Assistant Home Affairs Minister Alex Hawke said he was yet to hear "a reasonable argument about why you should change the date".

"The historical importance of the events at Sydney Cove is real, it's part of our history," Mr Hawke said.

"It had good implications and it had bad implications for the convicts at the time, for the Aboriginal community at the time and for the foundation of our nation."

**Topics:** australia-day, federal government, indigenous-aboriginal-and-torres-strait-islander, 20180118

**Updated:** 17 Jan 2018, 8:41pm



**Resource:** Written paragraph to demonstrate an analysis on an image

**Standards 1.4, 2.4 and 1.6 :** Strategy of deconstruct then reconstruct, understanding and respect for Aboriginal and Torres Strait Islander people to promote reconciliation, looking at the “big picture” and then breaking it down into manageable chunks

**Feedforward**



The image of the banner illustration that Paul Daley uses to buttress his argument directly addresses the audience with a bold, black and red rhyming statement: ‘we won’t stop we won’t go away we won’t celebrate Invasion Day’. The size and style of the font makes the message seem urgent and the point important. To complement this impact, the banner is surrounded by other Aboriginal Australian artefacts that equally support the images contention that Invasion Day should not be celebrated. The word ‘racist’ can be made out on the accompanying artefact in the background of the image, which elicits an emotional response from the audience, appealing to their sense of guilt and shame. The placement of the banner and artefacts on the grass hold the intent to enforce the Aboriginal Australians connection to land and position the audience to relinquish any opposing arguments, as they are invited to feel supportive and sympathetic of the protest.

*With two images, you could now introduce the second image in a similar way and discuss it in relation to the design features. Be sure to draw back and make comparisons with things that both images have/convey that are similar i.e. they could both have writing, they could both utilise foreground and background to create an effect – therefore, consider if that effect is the same or different etc etc.*

*Another way would be to incorporate the second image WITHIN the paragraph above, for example, discuss the font of the image above and then say “similarly/in contrast to this, the “second image” also/conversely incorporates a \_\_\_\_\_ statement that \_\_\_\_\_ etc*

**Resource:** Template for language analysis

**Standard 1.4 and 1.6 :** Strategy of visual organisers to help construct learning in a visual way

**Feedforward**

**LANGUAGE ANALYSIS PLANNING SHEET (INTEGRATED APPROACH – suggestion only\*)**

<b>Introduction</b> <b>(Do this for both texts)</b>  This is not in order of how it must appear	Contention			
	Audience			
	Text type			
	Tone			
	Title			
	Purpose			
	Source			
	Issue (context) – Also consider the event: what sparked the issue?			
	Date			
	Author			
<b>Body paragraph 1 ARGUMENT 1</b> – analyse both of the writers first argument that they present	<b>What</b> are both of the authors arguing in the beginning of their work?	<b>How</b> have the author's constructed these arguments?  What techniques were used? - Were there some similar ones used? Did they have the same or a different impact? - Were different techniques used? Did they still have the same impact? Was their impact different?	<b>Why</b> might these be persuasive? (what is the intended persuasive effect on the reader? How might it make them feel? How does it enhance both author's contentions?) Don't forget shifts in tone!	

<p><b>Body paragraph 2 ARGUMENT 2</b> - analyse a strong MIDDLE argument that is presented</p> <p><i>*if there is no image, you will analyse two 'middle' arguments in separate paragraphs</i></p>	<p><b>What</b> are both of the authors arguing towards the middle of their work?</p>	<p><b>How</b> have the author's constructed these arguments?</p> <p>What techniques were used?</p> <ul style="list-style-type: none"> <li>- Were there some similar ones used? Did they have the same or a different impact?</li> <li>- Were different techniques used? Did they still have the same impact? Was their impact different?</li> </ul>	<p><b>Why</b> might these be persuasive? (what is the intended persuasive effect on the reader? How might it make them feel? How does it enhance both author's contentions?)</p> <p>Don't forget shifts in tone!</p>
<p><b>Body paragraph 3 Image(s)</b> – analyse the ways that the image(s) enhance the author's argument.</p> <p><i>If there is no image, analyse two 'middle' arguments to create four paragraphs</i> <i>If there is only one image, consider where you might put it i.e. in its own paragraph, with its respective argument etc.</i></p> <p><i>Note. You could make images your last paragraph if you want.</i></p>	<p><b>What</b> are the issues that are expressed through the use of these images?</p>	<p><b>How</b> does the image(s) position the reader differently?</p> <p>How do the image(s) use things such as: colour, lighting, angles, framing, subject etc</p>	<p><b>Why</b> might these elements of the images be persuasive?</p> <p>What is the intended persuasive effect on the reader? How might it make them feel? How does it enhance the author's contention?</p>

<p><b>Body paragraph 4 CONCLUDING ARGUMENT</b></p> <p>- analyse both writer's concluding arguments</p> <p><i>Note. This could possibly be swapped around with paragraph 3 i.e. have images as your last paragraph and this as your second last.</i></p>	<p><b>What</b> are both of the authors arguing towards the end of their work?</p>	<p><b>How</b> have the author's constructed these arguments?</p> <p>What techniques were used?</p> <ul style="list-style-type: none"> <li>- Were there some similar ones used? Did they have the same or a different impact?</li> <li>- Were different techniques used? Did they still have the same impact? Was their impact different?</li> </ul>	<p><b>Why</b> might these be persuasive? (what is the intended persuasive effect on the reader? How might it make them feel? How does it enhance both author's contentions?)</p> <p>Don't forget shifts in tone!</p>
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**Resource:** Template for goal setting

**Standard 5.2 and 5.5:** Provide feedback/feed forward and report on achievement of learners to learners

**Feedforward**

Questions	Goals
What I can improve on	
How I will improve on this	
Where to next?	

**Resource:** Template for verbal feedback records (student would write in their books or receive this template)

**Standard 5.2 and 5.5:** Provide feedback/feed forward and report on achievement of learners to learners

**Feedforward, verbal feedback made into written feedback**

<b>Based on what my teacher said, I need to</b>	
<b>How will I do this</b>	

**Resource:** Language Analysis pre-test (given at the beginning and end of outcome)

**Standard 5.1 and 2.6: Diagnostic assessment** used through ICT

Name:

Please answer in full sentences (typed in 365)

1. What are four things you should include in a language analysis introduction?
2. What is a contention in terms of a language analysis?
3. What are some different 'types' of pieces that we analyse for language analysis? i.e. an editorial
4. Do you have to analyse an image if it is part of the article? If yes, what would you be analysing?
5. When should you mention tone in your essay?
6. Should you make sure your opinion on the issue is clear? Why/why not?
7. What is the form of the article that is written by someone who works at the newspaper on behalf of the newspaper?

8. What types of quotes should you use in your essay?
9. How should you structure your language analysis paragraphs? For example, if you have two articles to analyse, how would you structure your essay?
10. When annotating an article, what three things must you look for?
11. How many paragraphs should a comparative analysis have?
12. Name five persuasive techniques that might be used in an article and describe what they are and how they are used to persuade (this needs to be a long answer)

**Resource:** Language Analysis structure template

**Standard 1.4 and 1.6:** Visual organiser for complex material

**Feedforward**

### **BLOCK APPROACH**

*Note. Please do NOT think this is the only approach you can take. There are multiple ways you could structure your essay i.e. image doesn't have to be last, you don't have to separate article 1 and 2 as structured as below etc. This is just an EXAMPLE to help you.*

Introduction:

**CATTTPSIDA**

Paragraph 1:

'Author 1' begins his/her 'text type' by conveying that 'insert argument/try integrating a quote'.  
Through adopting a 'tone', author 1 'insert effect'.

Through the use of/By stating that 'insert persuasive technique or quote', 'author' is able to position the audience to feel as though 'insert effect', which sways the audience as it 'intent'.

'Author 1' also hints to the fact that 'insert argument' when he/she quotes that/uses 'insert persuasive technique or quote' which pushes the reader to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'

In addition, 'author 1' also argues that 'insert argument' when he/she quotes that/uses 'insert persuasive technique or quote' which elicits a 'kind of response/feeling' response in the reader and influences them to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'

Paragraph 2:

'Author 2' begins his/her 'text type' by conveying that 'insert argument/try integrating a quote'.  
Through adopting a 'tone', author 1 'insert effect'.

Through the use of/By stating that 'insert persuasive technique or quote', 'author' is able to position the audience to feel as though 'insert effect', which sways the audience as it 'effect and intent'.

'Author 2' also hints to the fact that 'insert argument' when he/she quotes that/uses 'insert persuasive technique or quote' which pushes the reader to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'

In addition, 'author 2' also argues that 'insert argument' when he/she quotes that/uses 'insert persuasive technique or quote' which elicits a 'kind of response/feeling' response in the reader and influences them to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'

(you might want to include some comparisons to text 1 in this paragraph)

### Paragraph 3

Through the use of/By stating that 'insert persuasive technique or quote', 'author 1' is able to position the audience to feel as though 'insert effect', which sways the audience as it 'effect and intent'.

'Author 1' also quotes that/uses 'insert persuasive technique or quote' which pushes the reader to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'.

In addition, 'author 1' also quotes that/uses 'insert persuabhsive technique or quote' which elicits a 'kind of response/feeling' response in the reader and influences them to accept that 'insert effect or argument'. The intent behind this is to 'intent' which positions the reader to feel 'effect'.

In contrast/similarly, 'author 2' states that/utilises 'insert persuasive technique or quote' which also/conversely positions the reader to feel as though 'insert effect' which also/in contrast holds the intent to 'intent'. As well as this, 'author 2' states that/utilises 'insert persuasive technique or quote' which also/conversely positions the reader to feel as though 'insert effect' which also/in contrast holds the intent to 'intent'. In addition, 'author 2' states that/utilises 'insert persuasive technique or quote' which also/conversely positions the reader to feel as though 'insert effect' which also/in contrast holds the intent to 'intent'.

Consider something that they both use..... This might be tone or a strong technique and then consider if this is done in a similar/different way to create a similar/different effect.

- Don't forget to add in tone where LEASE MAKE SURE YOU ARE CONSIDERING IF THEY DO THINGS THAT ARE SIMILAR TO CREATE A DIFFERENT EFFECT OR IF THEY DO THINGS DIFFERENT TO CREATE THE SAME EFFECT ETC

### Paragraph 4 (image/s)

The image of 'image' that 'author 1' uses to buttress/counteract his/her argument (mention the argument or don't) directly addresses the audience with 'input feature and then discuss the feature and its intent and effect'

To complement this impact, 'input feature and then discuss the feature and its intent and effect'.

Use linking phrases and continue on with features, then, if there are two images you will compare the second one to the first one with phrases like 'similarly/in contrast' etc.

### "Conclusion" Paragraph

- Wrap up the overall contentions/intents of both articles – briefly.

### **Resource: Conferencing/qualitative data recording**

**Standard 5.4 and 3.6** Use qualitative data/assessment and interpret it to modify teaching practice based on feedback

### Conferencing – 12s

Name and Date	
Outcome	
Notes from conference	

**Resource:** Skill based conferencing session

**Standard 1.1, 1.3, 1.5, 1.6, 2.5, 3.3, 3.6:**

1.1: Using knowledge of learners to create activities to promote learning

1.3: In my classroom, I have a range of learners with different linguistic backgrounds and therefore, the scaffolded skill sessions allow me to meet different strengths i.e. some of my learners are better with annotation than writing, some are better at comprehension than writing etc

1.5: Differentiate teaching in order to meet the specific learning needs of learners across abilities

1.6: Strategies to support disability

2.5: Literacy strategies

3.3: Use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking

3.6: I evaluated and improved my program. Based on qualitative data gained and areas of concern for individuals, I evaluated, gained feedback and looked at assessments, to inform my planning and come up with this strategy

Annotation and planning	<p>Students to bring up articles we have worked on annotating so far. Go through example annotations from 'Carli Lloyd', 'Self-loathing among gay people' and previous students work</p> <ul style="list-style-type: none"> <li>- Annotate and plan together</li> <li>- Set homework to annotate and plan an approach for the textbook articles (get them to utilise example to influence as this uses identification skills and influences adoption)</li> </ul>
Writing and structure	<p>Students to bring up articles we have worked on annotating so far. Go through example annotations from 'Carli Lloyd', 'Self-loathing among gay people' and previous students work</p> <ul style="list-style-type: none"> <li>- Utilise introduction template and practice example together from 'previous students work' articles</li> <li>- Look at the block structure and ways to begin each paragraph using the same example articles</li> <li>- Go through ideas on structure based on material presented – give examples of other possibilities</li> </ul>
Comparing and contrasting	<p>Students to bring up articles from 'previous students work' and 'textbook' articles</p> <ul style="list-style-type: none"> <li>- Look at the paragraphs done in the block approach for comparing and contrasting and identify together what the person has done (note that previous did one paragraph for this and the textbook article did a 'flow on/continuous comparison' as they went along)</li> <li>- Go through the <i>key things</i> to consider when comparing <ul style="list-style-type: none"> <li>Step 1: write down a list of everything that is similar (tones, arguments, persuasive techniques)</li> <li>Step 2. write down a list of things that are clearly different (tones, arguments)</li> </ul> </li> </ul> <p>When structuring the paragraph (block)</p> <ul style="list-style-type: none"> <li>• Are the contentions similar? How?</li> <li>• Are the tones similar? How? What is the effect?</li> <li>• Are any of the arguments similar? How? What effect does this create? (use linking words etc)</li> <li>• Is the effect on the reader similar in each argument? How?</li> </ul> <p>Note. The easiest way to think about comparisons is to consider the arguments presented and the effect that they have on the reader, is it the same? Why? Or is it different? Why?</p>
Sentence flow, linking words, vocabulary	<p>Look at hand out and run through. Ensure that they especially consider words like 'similarly' and 'in contrast to'</p>

**SKILL GROUPS – CONFERENCING AND ASSISTANCE SESSION 12S**



Below are some of the additional assessments used throughout this inquiry.

### Formative assessment

- Class work and homework (see unit planner in section 1)  
Students would be assessed for their class work and given verbal feedback on this as well as homework tasks
- Quizzes (see photo above)  
Students took a quiz in week 3 to determine their knowledge at the current time. Answers and explanations to the quiz were given out to the class
- Kahoot (see photo above)  
Kahoot was also used as a form of assessment to determine current knowledge
- Pre-test (see above)  
Students were to complete a pre-test at the beginning of the outcome which was used as diagnostic assessment
- Draft essays  
This was a requirement of both classwork and homework where students would need to complete draft language analysis essays to a series of articles (see an example of two articles on Australia Day above). These draft pieces were marked and handed back with written feedback and verbal conferencing was used to confirm any misconceptions
- Exit passes  
At the end of each week I would hand out sticky notes and write a question on the board for students to answer and then hand back to me. Some of the questions were:  
“What is the acronym for an introduction”  
“What is the acronym for body paragraphs”  
“Three things I have learnt today”
- Practice SAC

NAME:

## ENGLISH

### Unit 3

### Outcome 2

### Analysing Argument

## PRACTICE SAC

**Assessment Task:** Written analysis of the use of argument and persuasive language in media texts that present a point of view on an issue currently debated in the media.

**Length:** 800-1000 words

**Marks: 40**

**Equipment**

- Students are to write in blue or black pen, on one side of each piece of paper.
- Students are permitted to bring pens, highlighters, an English and/or bilingual printed dictionary, and a clear bottle of water (placed on the floor).
- Students are NOT permitted to bring blank sheets of paper, notes or articles, a thesaurus, a calculator and/or correction fluid/tape.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the SAC room.**

**NOTE:** All SAC marks are subject to change when submitted to the VCAA for statistical moderation on the basis of the external assessment and state averages.

Key Knowledge	Key Skills
<ul style="list-style-type: none"><li>• an understanding of arguments presented in texts</li><li>• the ways authors construct arguments to position audiences, including through reason and logic, and written, spoken and visual language</li><li>• the features of written, spoken and multimodal texts used by authors to position audiences</li><li>• the conventions of discussion and debate</li><li>• the features of analytical and comparative responses to texts that position audiences: structure, conventions and language, including relevant metalanguage</li><li>• the conventions of spelling, punctuation and syntax of Standard Australian English.</li></ul>	<ul style="list-style-type: none"><li>• identify and analyse<ul style="list-style-type: none"><li>– the intent and logical development of an argument</li><li>– language used by the writers and creators of texts to position or persuade an audience to share a point of view – the impact of texts on audiences by considering the similarities and differences between texts</li><li>– the way in which language and argument complement one another and interact to position the reader</li></ul></li><li>• apply the conventions and protocols of discussion and debate</li><li>• use textual evidence appropriately to support analytical responses</li><li>• plan analytical responses, taking account of the purpose, context and audience in determining the selected content and approach</li><li>• develop, clarify and critique ideas presented in the arguments of others using discussion and writing</li><li>• draft, review, edit and refine analytical responses, using feedback gained from individual reflection and peer and teacher comments</li><li>• apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.</li></ul>

VCE ENGLISH SCHOOL-ASSESSED COURSEWORK
Performance Descriptors

Unit 3 Outcome 2  <i>Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.</i>					
	Very low	Low	Medium	High	Very high
	Limited understanding of the arguments presented in the texts showing limited awareness of how they have been constructed to position audiences.	Some understanding of the arguments presented in the texts showing some awareness of how they have been constructed to position audiences.	Sound and clear understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Detailed and accurate understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Comprehensive and complex understanding of the arguments presented in the texts and how they have been constructed to position audiences.

	Limited analysis and comparison of arguments with some reference to the texts.	Some analysis and comparison of arguments with limited discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Some use of textual evidence to justify the analysis.	Clear and appropriate analysis and comparison of arguments with broad discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Suitable use of textual evidence to justify the analysis.	Detailed and careful analysis and comparison of arguments with thoughtful discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Careful use of textual evidence to justify the analysis.	Sophisticated and insightful analysis and comparison of arguments with complex discussion of the intent and development of the arguments, persuasive use of language and the impact of the texts. Considered and accurate use of textual evidence to justify the analysis.
	Limited control of the features of comparative analysis.	Some control of the features of comparative analysis, including the use of structure, conventions and language, including the use of metalanguage.	Sound control of the features of comparative analysis, including the appropriate use of structure, conventions and language, including the use of relevant metalanguage.	Careful control of the features of comparative analysis, including the careful use of structure, conventions and language, including the use of relevant metalanguage.	Skilful control of the features of comparative analysis, including the highly proficient use of structure, conventions and language, including the use of relevant metalanguage.
	Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English.	Mostly clear written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English.	Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English.	Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English.	Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English.

A+	A	B+	B	C+	C	D+	D	E+	E	UG
100- 90%	89-80%	79-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	<40%

## Analysing Argument

### PRACTICE SAC

#### Instructions

Read the background information on this page along with the accompanying media texts in the following pages.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Write an analysis of the ways in which argument and written and visual language are used to persuade others to share the points of view presented in the accompanying media texts.

Your response will be assessed according to the performance descriptors set out on page 2 of this handout.

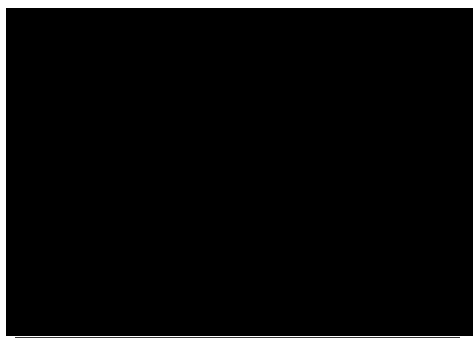
### **Background information**

The use of social media as a source of communication on divergent topics, issues and events is cause for much debate, division and discussion by its proponents that highlight behaviours that can be categorised as productive or destructive.

The articles titled *‘Is social media destroying your social life?’* and *‘Teenagers and social networking – it might be good for them’* on the following pages extol the virtues and vices of social media.

\*EXTERNAL DOCUMENT FOR ARTICLES

### **Summative assessment:** School Assessed Coursework



**NAME:**

**ENGLISH**

**Unit 3**

**Outcome 2**

**Analysing Argument**

**SCHOOL ASSESSED COURSEWORK (SAC)**

**Assessment Task:** Written analysis of the use of argument and persuasive language in media texts that present a point of view on an issue currently debated in the media.

**Date of SAC:** Term 2, Week 7: Thursday 31 May. Time: 2.10pm – 3.40 pm.

**Length:** 800-1000 words

**Marks allocated to this task:** 40 of 100 for the Unit

#### **Equipment**

- Students are to write in blue or black pen, on one side of each piece of paper.
- Students are permitted to bring pens, highlighters, an English and/or bilingual printed dictionary, and a clear bottle of water (placed on the floor).
- Students are NOT permitted to bring blank sheets of paper, notes or articles, a thesaurus, a calculator and/or correction fluid/tape.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the SAC room.
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**NOTE:** All SAC marks are subject to change when submitted to the VCAA for statistical moderation on the basis of the external assessment and state averages.

Key Knowledge	Key Skills
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<ul style="list-style-type: none"> <li>• an understanding of arguments presented in texts</li> <li>• the ways authors construct arguments to position audiences, including through reason and logic, and written, spoken and visual language</li> <li>• the features of written, spoken and multimodal texts used by authors to position audiences</li> <li>• the conventions of discussion and debate</li> <li>• the features of analytical and comparative responses to texts that position audiences: structure, conventions and language, including relevant metalanguage</li> <li>• the conventions of spelling, punctuation and syntax of Standard Australian English.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and analyse <ul style="list-style-type: none"> <li>– the intent and logical development of an argument</li> <li>– language used by the writers and creators of texts to position or persuade an audience to share a point of view – the impact of texts on audiences by considering the similarities and differences between texts</li> <li>– the way in which language and argument complement one another and interact to position the reader</li> </ul> </li> <li>• apply the conventions and protocols of discussion and debate</li> <li>• use textual evidence appropriately to support analytical responses</li> <li>• plan analytical responses, taking account of the purpose, context and audience in determining the selected content and approach</li> <li>• develop, clarify and critique ideas presented in the arguments of others using discussion and writing</li> <li>• draft, review, edit and refine analytical responses, using feedback gained from individual reflection and peer and teacher comments</li> <li>• apply the conventions of spelling, punctuation and syntax of Standard Australian English accurately and appropriately.</li> </ul>
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VCE ENGLISH SCHOOL-ASSESSED COURSEWORK
Performance Descriptors

Unit 3 Outcome 2  Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.					
	Very low	Low	Medium	High	Very high
	Limited understanding of the arguments presented in the texts showing limited awareness of how they have been constructed to position audiences.	Some understanding of the arguments presented in the texts showing some awareness of how they have been constructed to position audiences.	Sound and clear understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Detailed and accurate understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Comprehensive and complex understanding of the arguments presented in the texts and how they have been constructed to position audiences.
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	Limited control of the features of comparative analysis.	Some control of the features of comparative analysis, including the use of structure, conventions and	Sound control of the features of comparative analysis, including the appropriate use of structure,	Careful control of the features of comparative analysis, including the careful use of structure,	Skilful control of the features of comparative analysis, including the highly proficient use of structure,

		language, including the use of metalanguage.	conventions and language, including the use of relevant metalanguage.	conventions and language, including the use of relevant metalanguage.	conventions and language, including the use of relevant metalanguage.
	Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English.	Mostly clear written language that employs some conventions of spelling, punctuation and syntax of Standard Australian English.	Generally fluent and coherent written language that employs the appropriate use of spelling, punctuation and syntax of Standard Australian English.	Expressive, fluent and coherent written language that employs the appropriate and accurate use of spelling, punctuation and syntax of Standard Australian English.	Highly expressive, fluent and coherent written language that employs the skilful and accurate use of spelling, punctuation and syntax of Standard Australian English.

A+	A	B+	B	C+	C	D+	D	E+	E	UG
100- 90%	89-80%	79-75%	74-70%	69-65%	64-60%	59-55%	54-50%	49-45%	44-40%	<40%

### Analysing Argument

#### SCHOOL ASSESSED COURSEWORK (SAC)

#### Instructions

Read the background information on this page along with the accompanying media texts in the following pages.

For the purposes of this task, the term ‘language’ refers to written, spoken and visual language.

Write an analysis of the ways in which argument and written and visual language are used to persuade others to share the points of view presented in the accompanying media texts.

Your response will be assessed according to the performance descriptors set out on page 2 of this handout.

#### Background information re cartoon by Mark Knight and opinion piece by Jennifer Dudley-Nicholson

Between 2013 and 2015, it is alleged that *Cambridge Analytica*, a London based data analysis firm, purchased the personal information of 50 million Facebook users from Cambridge University psychology professor Dr Aleksandr Kogan. Dr Kogan collected information from people using his personality testing app on Facebook. *Cambridge Analytica* used this information to target these users of Dr Kogan’s app – who were primarily American – during the 2016 US presidential election campaign.

The social network – Facebook – knew about the data breach in 2015 but suspended the company only after a whistleblower spoke about it. Critics say the issue highlights how data is also mined and exploited on Facebook without user’s knowledge.

#### Background information re opinion piece by Rita Panahi

Reports on the safety and welfare of aboriginal children are currently being debated in various social/media outlets. The use of Twitter and Facebook to express opinions on this issue highlights behaviours that some critics deem intolerant.

*\*EXTERNAL DOCUMENTS FOR ARTICLES*

## 4. IMPLEMENTING THE ACTION PLAN

### 4A. FEEDBACK ON THE ACTION PLAN

Below are the reports from a colleague (my mentor) who observed my classroom three times throughout the duration of my inquiry:

#### observation 1<sup>st</sup> May

- Looking at exemplar language analysis essay and discussing.
- Discussing and annotating the exemplar for key features.
- Discussing use of fact and not opinion in language use.
- Discussing structural features. How did he structure this part?
- Discussing how the analysis focuses heavily on the effect on the reader in the written piece.
- “Think about linking words” – references to types of language used.
- Great use of feedback in working through with students individually. What do I write now? Discussing how to elaborate on ideas. Discussing rewrites.
- One page of written notes providing individual feedback to each student.
- This guides student’s rewrites for the text response. *Sarah says 5 stars*.
- Offer suggested ideas. Students can utilize to rewrite.
- Major focuses on language, linking words/phrases, structure and flow.
- Continue by students responding to a prompt every two weeks to consolidate this text type with end of year exam in mind.
- Unpack a prompt in depth, then develop the ideas from there.
- Similes are a good spot to start with developing language.

#### observation 11<sup>th</sup> May

- Working with small groups
- Modelled example – fill the gaps to complete the introduction (following acronym)
- Students discuss what goes where and teacher fills in on board
- Conferencing style approach – teacher says what she will work on and then students have option to join small group
- Discussions based around how to talk about the technique and how it affects the audience
- Discussion around what to put in each body paragraph
- Explores student’s ideas through further use of questioning
- Questions used to check for understanding
- Discusses the task in a step by step manner (step 1 anything similar, step 2 anything different, step 3 contentions how similar, step 4 tones and effects, 5 arguments and effects, and step 6 effect on reader.

#### observation 18<sup>th</sup> May

- Checking holiday homework
- Went around the room asking questions about it
- Trivia – use a buzzer to answer the question
- Questions based on holiday homework
- Why – delving deeper, using prompting questions to assist students to further explore the idea/themes used in questions
- Advice to read the articles a second time after going through some notes on the text, as it is a hard one to grasp

#### *Professional conversation*

Based on the above observations, my mentor and I discussed how my action plan has been effective and ways to evaluate my practice. My mentor said that my “feedback was great” and that “they (the students) really benefited from it” over the duration of her observations. My mentor said she asked my students what they thought of some of my feedback strategies and they all regarded it highly and stated that it has helped them a great deal. My mentor said that my strategies for feeding forward and up are also clear and will “benefit the kids greatly”. Moving forward, my mentor and I discussed how I can evaluate the effectiveness of this feedback and I told her of my plans for summative assessment along with the formative assessment I have been doing. She agreed with my ideas and suggested that I complete a post test of the same pre-test that I completed prior to examinations, so that I can measure what has been retained and what has not.

#### Standard 6.3

These recorded observations written by my mentor and the summary of discussion demonstrate that I have engaged with colleagues to review my own practice. In particular, it demonstrates that I have discussed with another professional the effectiveness of my inquiry and received feedback on how I can proceed with an evaluation of my own practice.

## 4B. MAINTAINING APPROPRIATE AND PROFESSIONAL RELATIONSHIPS

Below is a report that documents what I know and have learnt about maintaining appropriate relationships, based from a discussion I had with my mentor. This report details my learning from my mentor through discussion and observation, my own knowledge and acknowledges situations of professional interactions with learners.

Through a discussion with my mentor, I explained how I establish appropriate relationships and maintain professional boundaries with my learners. In accordance with the Victorian Teaching Profession Code of Conduct, I acknowledge and implement professional conduct, personal conduct and professional competence in all situations involving learners, colleagues and parents/carers. As a teacher, I ensure that I am abiding by these principles of conduct by doing the following in my day-to-day interactions.

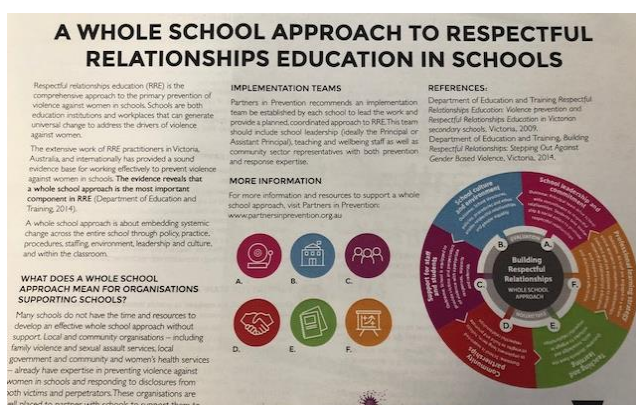
- Providing opportunities for all learners to learn
- Treating my learners with courtesy and dignity
- Working within the limits of my professional expertise
- Maintaining objectivity in all relationships
- Maintain professional relationships with all learners within all educational settings
- Maintain a professional relationship with carers and parents, being courteous and respectful to them
- Working collaboratively with learners, families and communities
- Demonstrating collegiality
- Carry my own personal conduct professionally by being a positive influence and role model
- Set high standards of competence
- Value my own professionalism and demonstrate that
- Be aware of my legal obligations as an educator

Through the discussion I had with my mentor and observations of her teaching, I was able to see how professional conduct looks to an observer. Teacher Amade the obvious point of “maintaining boundaries” with learners, as one specific instance required her to pass by a student in close quarters and instead of touching the students chair or tapping the student, she asked them to quietly move, which demonstrates how unnecessary contact should be avoided. To add to this and my own personal experiences, I have had students ask for a “hug” and respectfully declined due to the maintaining of professional conduct in all situations. In addition to this, I have also presented myself to my learners as a professional in all situations, ensuring I set expectations for language use and respect and empathy for others and their situations and backgrounds. Another specific example of maintaining appropriate relationships is through the use of ICT and Edmodo, where some students attempt to start a threat of conversation or if they have asked a question not relating to school work, I do not reply, delete inappropriate messages on the public platform and speak to that student about appropriate ICT conduct and use.

Maintaining professional conduct with colleagues is equally as important, including the respect and right for others opinions, teaching styles and approaches, and the ability to demonstrate collegiality in teamwork.

Professional conduct with parents and carers is also imperative in maintaining respectful interactions that acknowledge the parent or carers role in their students learning and showing empathy to their situations. It is important to be courteous and respectful in all interactions with parents and carers to ensure a mutual understanding of their child/the learner and be able to work collectively on goals and outcomes.

Below is an image from a professional development program on respectful relationships that I attended.



### Standards 4.4, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

This report and the accompanying images demonstrate that I can maintain the safety of my learners. In addition to this, it shows that I have engaged in professional learning, engaged with colleagues, applied learnt knowledge, met professional ethics and responsibilities and complied with organisational requirements. As well as this, it is evident that I have engaged with professional teaching networks in order to broaden my knowledge, and ultimately improve my practice



## 4C. GATHERING OTHER EVIDENCE

*Mentor approved.*

**Evidence:** We share interviews where I have reported on the progress of students to carers/parents  
**Standards 3.7, 5.5, 7.3:** Engage parents and carers in the educative process and maintain respectful relationships with parents. Report on achievement of learners to parents and carers.

### Parent Conference

**Student:** A

**Attendance (overall):** 100%

#### **Assessment results:**

Score: 13/30

Percentage: 44%

Completed a re-sit to get a satisfactory result

#### **GPA (Results):**

**Term 1, Cycle 1:** 2.63

**Term 1, Cycle 2:** 3.25

**Goals:** Student A needs to be seeking out opportunities to further his learning and I urge him to ask questions during class time to clarify any misunderstandings. Student A should also attempt to seek feedback outside of class time.

It is vital for him to be practicing English skills, such as essay drafting, in addition to any homework that has been set.

#### **Achievements:**

- Polite
- Respectful
- Mostly does work in class
- Listens to and follows instructions
- Attendance

#### **Improvements:**

- Seek feedback outside of class to further learning
- Practice English skills in addition to homework

### Parent Conference

**Student:** B

**Attendance:** 87%

#### **Assessment results:**

Score: 24/30

Percentage: 80%

#### **GPA (Results):**

**Term 1, Cycle 1:** 3.5

**Term 1, Cycle 2:** 3.25

**GPA Goal:** Student B needs to be seeking out opportunities to further learning and ask questions during class time to clarify learning. He should also attempt to seek feedback outside of class time. It is vital for Student B to be practicing English skills, such as essay drafting, in addition to any homework that has been set.

#### **Achievements:**

- Polite
- Respectful
- Does work in class
- Is prepared for class

- Listens to and follows instructions
- Great behaviour

**Improvements:**

- Attendance
- Seek feedback outside of class to further learning
- Practice English skills in addition to homework

**Evidence:** Compass logs to parents/carers

**Standards 3.7, 5.5 and 7.3:** Engage parents and carers in the educative process and maintain respectful relationships with parents. Report on achievement of learners to parents and carers.



**Evidence:** Assessment moderation for year 12 English

**Standards 5.3:** Understanding and participation in moderation activities to support consistent and comparable judgements of learning. This spreadsheet shows the ranking for English students in year 12 2018 in July. Moderation was also completed after each SAC assessment with an examiner and the year 12 English team.

Year 12 English		Julie	Ilse	Ilse	Ilse	
1	2	3	4	5	6	
1	28	94%	26	87%	36	90%
2	26	94%	27	90%	33	83%
3	24	80%	26	87%	32	80%
4	28	94%	26	87%	28	70%
5	25	83%	25	83%	30	75%
6	26	87%	26	87%	28	70%
7	26	87%	24	80%	28	70%
8	25	83%	21	70%	30	75%
9	23	77%	21	70%	32	80%
10	23	77%	21	70%	30	75%
11	23	77%	23	77%	28	70%
12	22	73%	21	70%	30	75%
13	22	74%	26	87%	25	63%
14	17	57%	21	70%	32	80%
15	18	60%	25	83%	26	65%
16	28	94%	24	80%	17	43%
17	26	87%	18	60%	24	60%
18	23	77%	21	70%	24	60%
19	21	70%	20	67%	26	65%
20	24	80%	21	70%	22	55%
21	22	73%	21	70%	24	60%
22	19	63%	19	65%	28	70%
23	17	57%	21	70%	28	70%
24	14	60%	21	70%	20	50%

Unit 3 - Results Comparison

Cohort - Unit 3 Rankings

**Evidence:** Written feedback given to students in regards to their Practice Sac, to effectively prepare them for their SAC and exam

**Standards 5.1 and 5.2:** Assessing learning and providing feedback to learners about their learning

#### Specific Feedback – Student A

- When they allowed everything to happen – everything? Like what? Specific
- Don't say 'very' – these types of words are fill in
- Better. Issue is social media dangers though and the contention should be what you detailed the issue as
- Not a bad intro, I think you lost your 'flow' a little
- Use authors last name after first mentioning full name
- First sentence – syntax error: “the man knew everything before meeting you” – what man? Yes provokes fear.
- 'in a very laid back' – don't say very, again these are fill in words
- Quote the use of statistics. Your sentences should be along the lines of: Through the use of statistics where author states: (quote it)
- Much more needed for the visual, it is a MAJOR part of the article. You understand the argument, but you needed to go deeper and mention the design features, for example, a cartoon usually has a mocking or sarcastic tone
- ATEE. In your second paragraph, you go straight into technique – you need to make a statement about her arguments
- Quote the rhetorical question
- You aren't specific on the issue the author is raising. You state 'her opinion' and 'the issue' – what opinion and what issue??
- Don't say “makes”
- More on the image again
- Laid back is too casual. Tone word could have been: relaxed, casual
- You've hinted at some good comparative points here. You could have definitely gone more in depth with how specific you are and deeper into effect/impact on audience.

#### Specific feedback – Student B

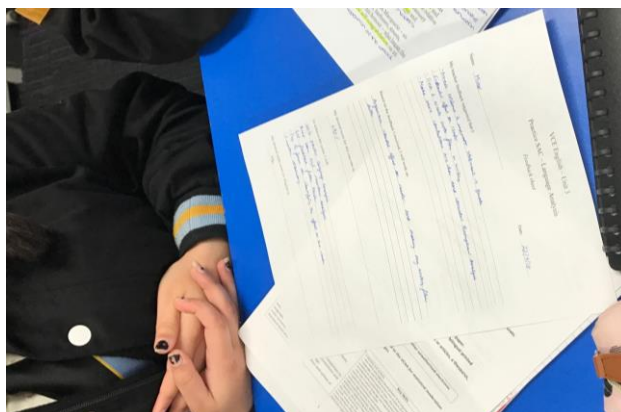
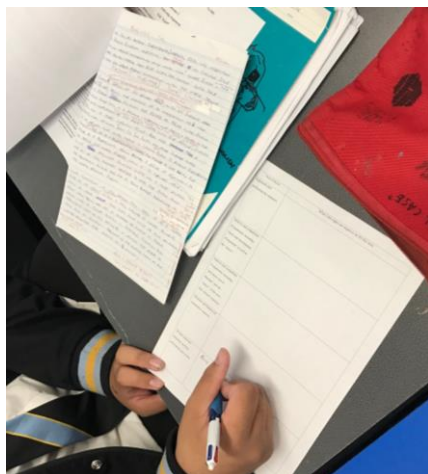
- Your start should flow a little more. Saying “ \_\_\_ has caused her to write” doesn't sound articulate. Re-word
- “nowhere near innocent” = too casual
- When you look at authors contention, you've strayed away from the issue of social media that lies within it.
- “is scary to have in the hands of a reader”/“very scary” – This is true, and it is an effect, so perhaps word it more articulately. Saying “danger” (as you did) is more appropriate.
- I think you could have continued this paragraph with the next section i.e. no need to 'break' at this point
- As she discussed Facebooks response with an attack as she – “as she” is repetitive.
- Some long sentences here, consider your sentence flow
- Effect on reader isn't explicit enough
- “To make them aware of this breach” is not necessarily an effect. Attempt to be more specific with thoughts, feelings and wishes
- Some great points
- Good start to second piece

## Specific feedback – Student C

- When the ‘problem’ started from it – what problem? Specifics
- Pretty sound intro
- ‘knows all information’ – reword
- ‘and can do anything with it’ – very broad and not specific enough
- ‘in the readers mind’ you’ve repeated it four times in two sentences
- ‘straightaway’ – too casual
- Definitely say ‘readers mind’ too much – swap it up
- ‘this is an appeal to justice’ – reword
- Integrated is really working for you! Well done
- No para 3
- ‘words words’ – proof read
- Effect not heavy in image
- Where you’re saying both ‘use an appeal’ and ‘both use an attack’ you need to be specific about where. Give the example. Quote it.

**Evidence:** Photos of students completing feedback template (shown above)

**Standards 5.1, 5.5, and 5.2:** Assessing learning and providing feedback to learners about their learning. Reporting to learners about their progress. Students would write in their template based on my verbal feedback



Area of focus	
Arguments and positioning the audience	<ul style="list-style-type: none"> <li>• improve on finding and understanding the arguments.</li> <li>• tone of arguments</li> </ul>
Analysis and comparison of arguments, including "intent and development of argument" as well as the "impact"	<ul style="list-style-type: none"> <li>• improve on comparing and contrasting the arguments &amp; intention</li> <li>• improve: intent of the author</li> <li>• development of argument: more shift -&gt; explain how author progresses in the article</li> <li>• good in impact on audience</li> <li>• Tone -</li> </ul>
Analysis and comparison of arguments, including "persuasive use of language" and the "impact" of the texts (incl. textual evidence)	<ul style="list-style-type: none"> <li>• improve in understanding the language</li> <li>• language: tone, technique, impact</li> <li>• quotes used, more integrated</li> </ul>
Structure and features of comparative analysis	<ul style="list-style-type: none"> <li>• comparative analysis</li> <li>• writing should flow well</li> </ul>
Written language including spelling, punctuation and syntax	<ul style="list-style-type: none"> <li>• spelling needs to improve</li> <li>• need to improve on signposts</li> </ul>



**Evidence:** Photos of written feedback given to students on their SAC

**Standards 5.1, 5.5, and 5.2:** Assessing learning and providing feedback to learners about their learning. Reporting to learners about their progress.

How like manage because interested

How would it you learning more

VCE ENGLISH  
SCHOOL-ASSESSED COURSEWORK  
Performance Descriptors

	Very low	Low	Medium	High	Very high
Unit 3 Outcome 2 Analyze and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.	Limited understanding of the arguments presented in the texts showing limited awareness of how they have been constructed to position audiences.	Some understanding of the arguments presented in the texts showing some awareness of how they have been constructed to position audiences.	Sound and clear understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Detailed and accurate understanding of the arguments presented in the texts and how they have been constructed to position audiences.	Comprehensive and insightful analysis and comparison of the arguments presented in the texts and how they have been constructed to position audiences.
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	Written language that shows limited control of spelling, punctuation and syntax of Standard Australian English.	Mostly clear written language that employs some conventional spelling, punctuation and syntax of Standard Australian English.	Generally fluent and coherent written language that employs the appropriate use of structure, conventions and language.	Expressive, fluent and coherent written language that employs the appropriate use of structure, conventions and language.	Highly expressive, fluent and coherent written language that employs the appropriate use of structure, conventions and language.

Don't focus on more, focus on feedback!

45% (much much higher)

Some fantastic analysis and a sound comparative approach. If you continued to write like this, it would definitely be a high result. I have marked you down on "finishing" (obviously) but I'm happy with this work!!! This standard is high bar.

Student C

Issue of social media affecting social life is the focus of the opinion piece 'Social Life' by Hugh Dickson. In a calm and measured, the author contrasts how social media has changed the way we interact. The author believes the piece is targeted towards those who spend a large amount of time online as its purpose is to raise awareness of it can do to our social life. Your introduction needs to reference both articles. It should also include CATTPSIDA. Look at the introduction template that I gave you. Make sure both articles are mentioned in introductions.

"It is social media destroying your social life" by Hugh Dickson uses various ways to persuade the reader. The author begins with a personal story that leads to the argument, knowing that another person is doing something better leads to not being anything to converse about. Dickson uses a personal anecdote as an example or proof that this really happens, being the reader to think that they have experienced this before. Dickson continues to question the reader to force them to think about the issue. He then A Expert Dr. Jim Oates and a quoted giving the article credibility as no one would question a professional of the area of their expertise. You're on the right track here. The last two "techniques" you reference lack depth. Remember, you need to look at and analyse deeper. You are using the block approach's this is article 1, so write "I include a (at more =) written by Dave Thompson on the 5th of October 2013 "Technology and social networking - it might actually be good for them" argues against the idea that social media is stopping teens from socializing face to face. The article uses a calm and level back to tone and information. Thompson begins by introducing the idea of social networking internet good per up!

Student A

Analysis SA

Issue of social media threatening/limiting lead to Hugh Dickson writing an article. It is social media affecting your social life. Hugh Dickson states that social media can risk losing real contact with those around us and can harm people's connection with the world around them. Purpose? Audience? Tone? (include all)

He opens up his opinion piece with an anecdote and mentions as he tells the audience of an interaction he had with a friend. He positions the reader to relate with Dickson and shows how this is a personal interaction that directly relates to the issue and contention of his piece. Later in the article, Dickson takes on a more serious tone and uses professional opinion from Dr. Jim Oates and other teenage sources as he argues that social media is causing people to develop disconnection. The use of a professional causes the reader to side with the author as a professional opinion provides a sense of legitimacy to the article and makes readers hold it to higher value. In his argument, Dickson shifts into a more uplifting tone as he uses another anecdote to state that putting down the technology allows for one to truly connect themselves in the world around them.

Like Thompson in his opinion piece opens up in a neutral tone as he opens with a mass amounts of counter-arguments. Only to later shut them down with his own arguments about how teens are not as vulnerable or damaged as parents would like to think which is something Thompson does throughout most of his article as it positions the reader to only focus on Thompson's argument as he disproves many of the counter-arguments used against his position.

You would need more writing than this

Which is effective because?

"This positions the reader to..."

Student B

## 5. EVALUATING THE PRACTICE

### 5A. ASSESSING LEARNING

**Standards 5.1, 5.2, 5.4 and 5.5:** Assessing, providing feedback and reporting on learning.

#### **Student A (Against the outcomes)**

##### **Beginning of the inquiry – Pre-test**

Name: \_\_\_\_\_

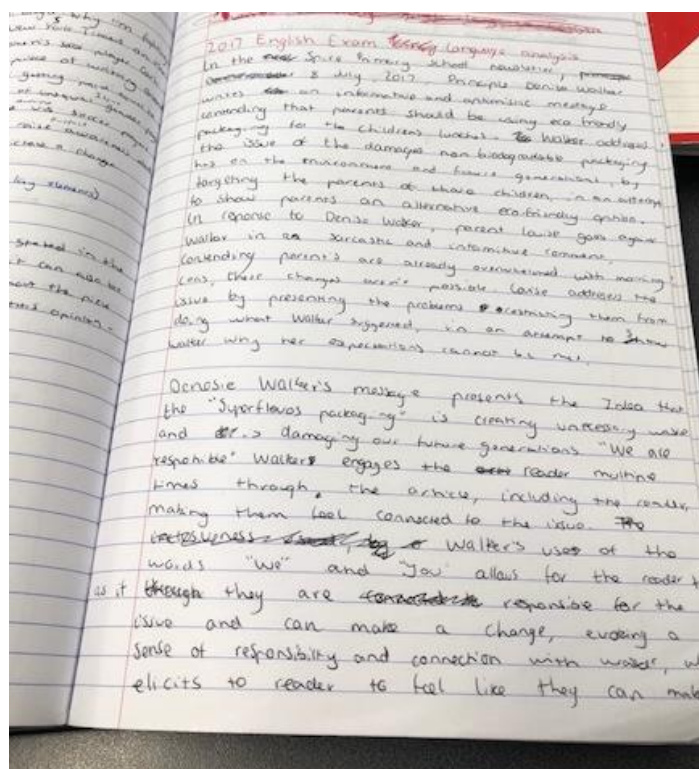
Please answer in full sentences on this page. They will be collected for me to have a look at. Be serious and articulate in your answers please.

1. What are four things you should include in a language analysis introduction?  
Contention
2. What is a contention in terms of a language analysis?  
Contention
3. What are some different 'types' of pieces that we analyse for language analysis?  
Opinion piece
4. Do you have to analyse an image if it is part of the article? If yes, what would you be analysing?  
No
5. When should you mention tone in your essay?  
When you mention the tone of the article
6. Should you make sure your opinion on the issue is clear? Why/why not?  
Yes
7. What is the form of the article that is written by someone who works at the newspaper on behalf of the newspaper?  
Opinion piece
8. What types of quotes should you use in your essay?  
Direct quotes

*Students completed a pre-test online using Office 365. Student A answered two out of the 14 questions which demonstrates a lack of prior knowledge before the inquiry process. Here, it is evident that Student A cannot effectively demonstrate an understanding of the requirements of a language analysis response.*



*During the inquiry – Drafting and Practice SAC*



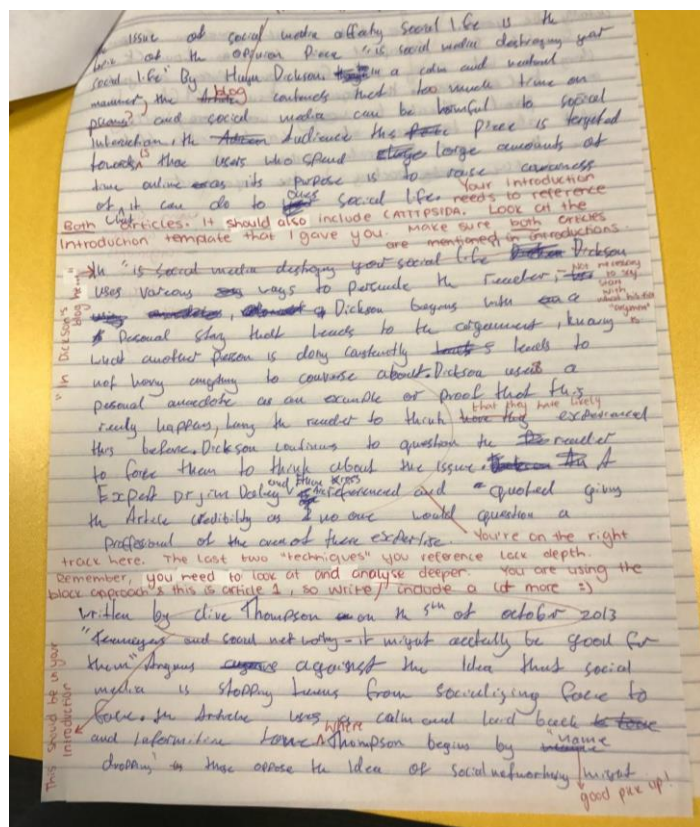
*Through feedback strategies used to assist motivation and academic achievement, Student A began writing draft pieces of writing (as per the goals he and I set for him).*

*This draft work demonstrates great progress between the pre-test and week 3 of learning.*

*Outcomes:*

*Evident with the drafting is that Student A is meeting his outcomes to complete extended work that assists in his learning, completing home study and seeking feedback on his draft work.*

*As well as this, Student A is becoming more knowledgeable in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using fluent writing and utilising the correct structure for a language analysis.*



*Practice SAC written by student A with written feedback attached on the document as well as a separate document that was typed (see above in evidence)*

*Student A's writing and knowledge progressed dramatically from the pre-test to this practice SAC. He was able to demonstrate knowledge on the impact of arguments, know the effect of persuasive devices, effectively compare two texts and structure an essay accordingly, and write articulately.*

*Outcomes:*

*When comparing the practice SAC with the pre-test, it is evident that Student A is becoming more knowledgeable in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using fluent writing and utilising the correct structure for a language analysis. He has developed a better writing style based on the feedback provided to him after his draft work.*

### Summative Assessment - SAC

[illegible][illegible]

Rosetta to think if this goes all the way to  
the next he can serve them. Further wife has  
nothing more can tolerate similar to name class  
Stokache are used to show her to big he problem?  
He has being he same affects on the member

Ella Parahi's "A Culture of Envy, intolerance and broken  
wedged families. Disrupt authorities and activists  
have on the issue of Aboriginal children being  
placed in white families to prevent further  
abuse. Parahi also argued that criminal 7-8  
Sue was shouldn't be talking on such issues and she  
would be only one "protest against the national \$7  
breakfast program for diversity in place of what  
of around Aboriginal culture children". She said none does  
close the work of the state little shown to serve  
the extent of the situation and how serious  
that is. Throughout Parahi's opinion piece she uses  
quotes and claims to the names for who said  
these and quotes to show the back lash for  
those who spoke out against the time.  
This was intended to at all most scare  
to result to change her opinion to  
watch Parahi's story the real what happens if  
we speak ill of the topic. Parahi parents do  
not "The mere presence of an Indigenous pariah"  
Parahi points this out to show the results coming  
at it by all come from a single  
view point of.

[illegible]

*When comparing the SAC with the pre-test, draft work and Practice SAC, it is evident that Student A has improved dramatically. At the beginning of this outcome, Student A was sitting well below level for his English studies, and evident at the conclusion of this outcome, he received a 48% passing grade for his summative assessment.*

*Evidently, Student A is able to analyse and compare arguments, discuss the authors intent, use textual evidence in his writing, understand persuasive language, use fluent writing and utilise the correct structure for a language analysis. He has developed a better writing style based on the feedback provided to him after his draft work.*



## Student B (Against the outcomes)

### Beginning of the inquiry – Pre-test

Please answer in full sentences on the page. They will be collected for me to have a look at. Be serious and articulate in your answers please.

1. What are four things you should include in a language analysis introduction?

TEEL

2. What is a contention in terms of a language analysis?

The writer's opinion

3. What are some different 'types' of pieces that we analyse for language analysis?  
i.e. an editorial

Editorial, analysis, letters, blogs, opinion piece

4. Do you have to analyse an image if it is part of the article? If yes, what would you be analysing?

Yes, colour

5. When should you mention tone in your essay?

6. Should you make sure your opinion on the issue is clear? Why/why not?

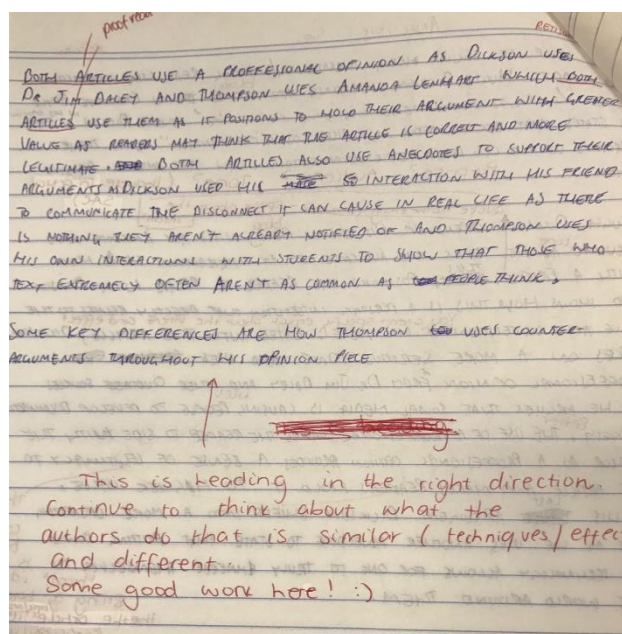
Yes

7. What is the form of the article that is ~~written~~ by someone who works at the newspaper on behalf of the newspaper?

8. What types of quotes should you use in your essay?

*Students completed a pre-test online using Office 365. Student B did not answer many of the questions correctly, which demonstrates a lack of prior knowledge before the inquiry process. Here, it is evident that Student B cannot effectively demonstrate an understanding of the requirements of a language analysis response.*

## During the inquiry – Drafting and Practice SAC



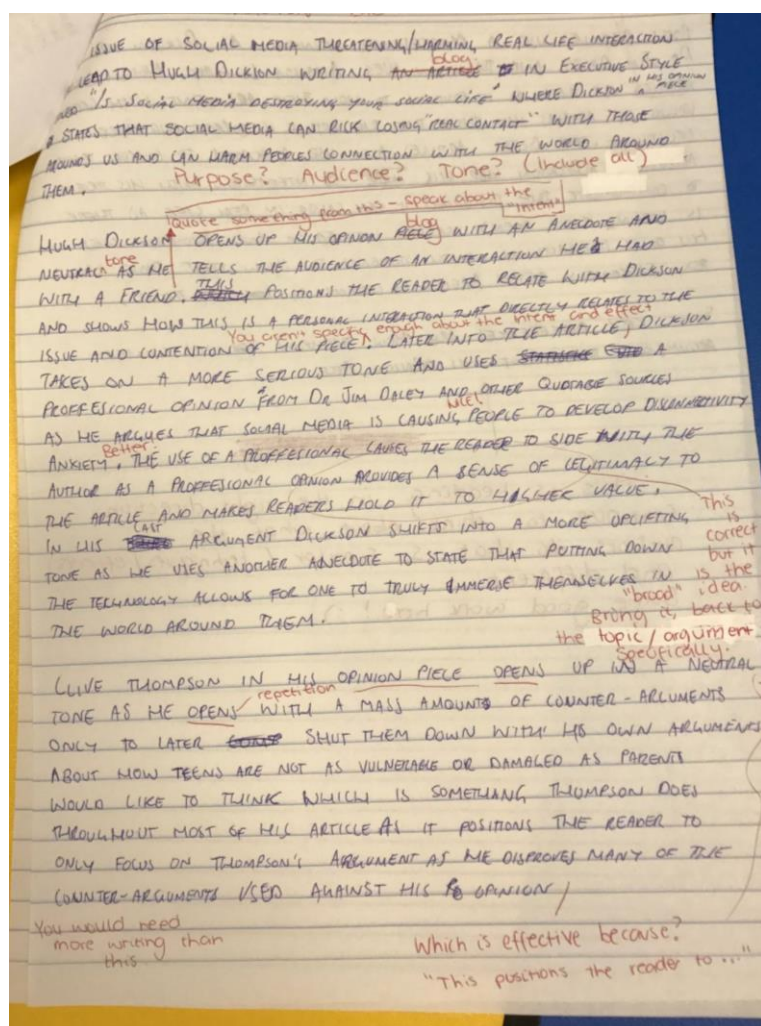
Through feedback strategies used to assist motivation and academic achievement, Student B began writing draft pieces of writing (as per the goals he and I set for him).

This draft work demonstrates great progress between the pre-test and week 3 of learning.

### Outcomes:

Evident with the drafting is that Student B is meeting his outcomes to complete extended work that assists in his learning, completing home study and seeking feedback on his draft work.

As well as this, Student B is becoming more knowledgeable in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using fluent writing and utilising the correct structure for a language analysis.



Practice SAC written by student B with written feedback attached on the document as well as a separate document that was typed (see above in evidence)

Student B's writing and knowledge progressed dramatically from the pre-test to this practice SAC. He was able to demonstrate knowledge on the impact of arguments, know the effect of persuasive devices, effectively compare two texts and structure an essay accordingly, and write articulately.

### Outcomes:

When comparing the practice SAC with the pre-test, it is evident that Student B is becoming more knowledgeable in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using fluent writing and utilising the correct structure for a language analysis. He still needed to work on comparative links and a more coherent writing style.



### Summative Assessment - SAC

THE ISSUE OF PEOPLE HAVING THEIR PERSONAL INFORMATION SOLD WITHOUT CONSENT WAS LIFTED BY MERKLO SUN TO MAKE AN ARTICLE IN THE HERALD SUN TO SHOW THAT FACEBOOK KNEW THAT THEY WERE AS INADVERT AS THEY MAKE THEMSELVES OUT TO BE. AS SHE USES A SERIOUS TONE <sup>TO MAKE THEMSELVES</sup> ~~TO MAKE THEMSELVES~~ THE ARTICLE TO SHOW MERKLO SUN READERS AND FACEBOOK USERS ALIKE THAT PRIMO KNEW OF THE CRIMES THEY'D COMMITTED AND ARE NO LONGER NEAR INNOCENT IN THEM. RITA PRIMO ON THE OTHER HAND WRITES AN ARTICLE IN THE HERALD SUN ON THE 14/3/2018 TO REPORT THE ISSUE OF INDIGENOUS KIDS BEING SUBJECT TO ABUSE AS IN HER ARTICLE "A CULTURE OF OUTRAGE, INTOLERANCE AND HATRED, SHE TALKS IN A SERIOUS TONE ABOUT HOW THE BACKLASH OF SUCH AN INDIGENOUS ISSUE WAS UNACCEPTABLY VIOLENT" AND UNBENEVOLENT. PRIMO ALSO ARGUES THAT ACTION MUST BE TAKEN TO SAVE THESE KIDS AS SHE SPEAKS TO MERKLO SUN READERS AND ALL OF AUSTRALIA.

NICHOLSON OPENS UP ~~WITH~~ HER ARTICLE ARGUING THAT THE PERSONAL INFORMATION OF ANY READER/FACEBOOK USER IS READY TO HAVE IN THE HANDS OF A STRANGER AS SHE USES AN APPEAL TO FEAR AND INSECURITY AS SHE USES AN EXAMPLE OF A WOMAN NAMED "CAY" WHO KNOWS EVERY DETAIL OF THE LEADER/USER "COREY" THAT MAN HAD BEEN KILLED "YOU" SHOWING THAT SOMEONE KNOWS EVERY DETAIL OF A PERSON SUCH AS THEIR NAME, OVERLAP AND OTHER PERSONAL INFO IS VERY SCARY AND POSITION THE READER TO FEEL AS THOUGH THEY THEMSELVES MAY BE IN DANGER,

NICHOLSON THEN MOVES ON TO ARGUE THAT FACEBOOK IS TRYING TO PLAY THE VICTIM AS ~~THE~~ SHE ~~ARGUES~~ SUGGESTS FACEBOOK'S RESPONSE WITH AN ATTACK AS SHE USES MORE ANIMATED TONE AS SHE ATTACKS FACEBOOK BY SAYING THAT "IT ARE TRYING TO SELL A STORY" AND IT ONLY PROVIDING "TUNE" <sup>IT</sup> ~~IT~~ REBUNDING AS BUT DOES' NOT FIX THE FACT THAT WE'RE LOST THEIR DATA BECAUSE AND BY SAYING THAT THE COMPANY

IT IS SIMPLY TELLING A STORY IT MAY CAUSE THE READER TO  
VIEW FACEBOOK IN A NEGATIVE LIGHT AS ~~SOME~~ <sup>TWO</sup> TOP  
~~PRO-~~<sup>FACEBOOK</sup> AT WORK AND BE ONLY TRYING TO SAVE THEMSELVES  
RATHER THAN WORRY ABOUT THE DATA OF ITS USERS.

LASTLY NICHOLSON ARGUES THAT FACEBOOK IS SIMPLY  
PAINFULY REMINDS AS SHE DISCLOSES HOW FACEBOOK  
HAS DONE NOTHING TO ~~FOR~~ ADDRESS THE ISSUE AND ASIDE  
FROM OFFER AN "APLOGY" AND THAT THEY HADN'T EVEN  
CONTACTED INDIVIDUALS "TO MAKE THEM AWARE OF THE PROBLEM"  
AND THAT THERE WAS EVEN A "FACEBOOKER MOVEMENT"  
GOING AROUND.

PANALL STARTS OFF BY SAYING THAT SOCIAL MEDIA IS  
MAKING PEOPLE MORE INFORMANT AND UNBIASED "AS WE  
~~DISSEMINATE~~ <sup>TAKE</sup> THEM ABOUT HOW "FACTS AND LOGIC ARE MANIPULATED"  
IN FAVOUR OF EMOTIONAL OUTBURSTS SPECIFICALLY IN RELATION TO  
CHANNEL 7 BREAKFAST PROGRAM AS SHE ARGUES THAT THE ISSUE  
OF SAVING ABUSED MARGINALIZED CHILDREN WAS AN ISSUE THAT WAS  
UNDENIABLY BRINGS OUT OF PROPORTION AT LEAST THE HOSTS OF  
THE PROGRAM WAS NOTHING OUTRAGE WORTHY AND THAT TWO ISSUES  
SHOULD BE DISCUSS IN REGARDS OF THE SAFETY OF THE CHILDREN RATHER  
THAN BE AVOIDED DUE TO FEAR OF GOING UNPOLITICAL CORRECT AND  
IN THE PROCESS ATTACK EXACTLY PEOPLE WHO OPPOSED OF THE IDEAS  
RECORDED BY THE SHOW NOTE AND ~~THAT~~ THE SHOW HOSTS THEMSELVES  
CALLING THEM "PREVIOUS" AND ENHANCING THEIR TWO-FACED NATURE.

BOTH ARTICLES USE AN ATTACK HOWEVER NICHOLSON IN  
HER ARTICLE USES IT TO ATTACK FACEBOOK BUT PANALL USES AN  
ATTACK TO DEFEND THE LEGITIMACY OF THE SURVIVE SHOW HOSTS  
WHICH ~~COULD~~ <sup>COULD</sup> MAY HAVE CAUSED READERS TO HAVE DISTORTED FACEBOOK  
BUT IN CONTRAST THE READERS IN PANALL'S ARTICLE WOULD'VE  
VIEWED THESE SHOW HOSTS TO A HIGHER DEGREE AS THEIR ATTACKERS  
ARE PORTRAYED AS BIGOTED AND "PREVIOUS"

[illegible]

*When comparing the SAC with the pre-test, draft work and Practice SAC, it is evident that Student B has improved dramatically. At the beginning of this outcome, Student B was sitting below level for his English studies, and evident at the conclusion of this outcome, he received a 50% passing grade for his summative assessment which places him at level. Evidently, Student B is able to analyse and compare arguments, discuss the authors intent, use textual evidence in his writing, understand persuasive language, use fluent writing and utilise the correct structure for a language analysis. He has developed a better writing style based on the feedback provided to him after his draft work.*

## Student C (Against the outcomes)

### Beginning of the inquiry – Pre test

Please answer in full sentences on the page. They will be collected for me to have a look at. Be serious and articulate in your answers please.

1. What are four things you should include in a language analysis introduction?  
Contention, Audience, Tone, Text type, title, author, date, Purpose
2. What is a contention in terms of a language analysis?  
The overall opinion presented by the writer
3. What are some different 'types' of pieces that we analyse for language analysis?  
I.e. an editorial  
Opinion, Letter, ~~Editorial~~, Blog, Speech, Advertisement
4. Do you have to analyse an image if it is part of the article? If yes, what would you be analysing?  
Yes, in the fourth paragraph with angles, subject, lighting, contrast etc.
5. When should you mention tone in your essay?  
~~Wherever~~, you can
6. Should you make sure your opinion on the issue is clear? Why/why not?
7. What is the form of the article that is ~~written~~ by someone who works at the newspaper on behalf of the newspaper?
8. What types of quotes should you use in your essay?  
Quote the writer or the technique

At the beginning of the inquiry, students completed a pre-test on Office 365. Student C answered most of the questions correctly which demonstrates a sound prior knowledge to the outcome of a language analysis.



*During the inquiry – Drafting and Practice SAC*

Concerned about the issue of excessive use of plastic at school, Principal Denise Walker contends in the school newsletter that plastic ~~used to protect~~ from the use of plastic needs to be reduced at school and at home. Based on the short article in the 5th July issue, the reader is in an affirmative and enthusiastic mood. The purpose of reducing the use of plastic will only help the younger generation live a better life, targeting all parents and students of the school. In response, a parent, the Louise, comments that in a defensive and mostly tone that the principal's <sup>idea</sup> ~~purpose~~ is to <sup>very</sup> ~~bring~~ excessive use of plastic in today's world to prevent the overage of the planet.

Walker suggests that their school is already almost the most eco-friendly school compared to other schools but more can be done to improve. In an ~~apparent~~ enthusiastic tone, Walker lists all the "concepts" that are already put into place to first express her happiness to pursue this problem. He reads to other Walker's idea in a positive attitude and he writes to ~~her~~ consider her arguments constantly using "we", ~~us~~ and "our". Walker ~~very~~ explains that the achievements are a collective to the school and the parents. This exclusive language prompts the reader ~~to~~ feel that Walker ~~is~~ <sup>is</sup> credible and trustworthy. Similarly, Louise responds enthusiastically to Walker's mention of the school's achievements. Showing her ~~hardhearted~~ support of the ~~school's~~ mentioning her support for Walker's "green ideas", Louise

*Through feedback strategies used further Student C's academic progress, she wrote multiple draft pieces of writing and sought out feedback for them to improve her analysis skills.*

*Outcomes:*

*Evident with the drafting is that Student C is extending her knowledge in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using coherent and fluent writing and utilising the correct structure for a language analysis.*

[illegible]

*Practice SAC written by student C with written feedback attached on the document as well as a separate document that was typed (see above in evidence)*

*Student C's writing and knowledge progressed dramatically from the draft to this practice SAC. She was able to demonstrate a more sophisticated approach to writing a language analysis.*

*Outcomes:*

*Looking at the draft work in comparison to the practice SAC, it is evident that Student C is becoming more knowledgeable in analysing and comparing arguments, discussing the authors intent, using textual evidence in his writing, understanding persuasive language, using fluent writing and utilising the correct structure for a language analysis. She is extending her knowledge through feedback and is taking steps to be adequately prepared for her examinations.*

### Summative Assessment - SAC

[illegible]

in the cartoon was as wrong. However, Paradi's attitude again contrasts to Nicholson's. Considerable and excessive again Paradi's bare chest, crediting to the artist, Nicholson has the same effect of knowing that is the for the author in the reader's mind.

Published on the 21<sup>st</sup> of March, Mark Knipfel's cartoon shows two separate panels. One shows a couple with the <sup>woman</sup> saying "Have you been cheating on me with another wife?" and answering "No, you've been cheating on me with another wife." The other side is a "Maurice" of first night says on the top left. The other side of the cartoon shows Mark Zuckerberg and the shame of others with the text "Have you been cheating on my personal <sup>longtime</sup> ~~friend~~ Dada?" The words "Well" are preserved in the middle bottom. The cartoon shows the outburst of the cartoon shows a comparison of how the State of Liberty is good as ~~the~~ Zuckerberg's wife. This implies to the reader that like the other male on the left, <sup>Mark Zuckerberg</sup> has "cheated" on his wife. If compared to the opinion piece, this cartoon shows Zuckerberg, who has an "A" on his <sup>shirt</sup> ~~shirt~~, is guilty to a cartoon. This cartoon contends to be the cause that Zuckerberg has committed these crime consciously, ~~possibly~~ ~~obviously~~ ~~completely~~ to the reader that regardless of what he says Zuckerberg and Facebook are liars. Accompanying Paradi's opinion piece are two images. One is showing the three commentators of the ~~show~~ breakfast ~~show~~ while the other is an image of the "rage" of protesters are against the Channel 7.

[illegible]

*When comparing the SAC with the pre-test, draft work and Practice SAC, it is evident that Student C has exceeded her own expectations, reaching a 90% passing grade for her summative assessment for language analysis. Student C is clearly able to analyse and compare arguments, discuss the authors intent, use textual evidence in her writing, understand persuasive language, use fluent writing and utilise the correct structure for a language analysis. She has developed a more sophisticated style of writing and developed new ways to look at structure, language, vocabulary and metalanguage.*



## 5B. EVALUATING THE EFFECTIVENESS OF PRACTICE

### LEARNING FOR THE INDIVIDUALS.

Each one of my learners had an increase in their motivation, engagement and academic success over the course of this inquiry. Through careful scaffolding and feeding forward and up, my students were engaged in their own learning and their own progress. Creating individual learning goals for each learner throughout this outcome allowed my learners to become invested in their own academic progress, as they were the ones who set their own goals.

Through effective feedback strategies such as conferencing, verbal feedback, informal and formal feedback, written feedback, diagnostic feedback, formative feedback and summative feedback, my learners have achieved their individualised learning outcomes and have achieved academic success.

**Student A** has progressed with his motivation levels and confidence with his English studies and has progressed academically, moving from a very low to a medium level. As well as this, it is evident that he has progressed throughout the outcome based on his prior knowledge in comparison with his results on his summative assessment. Through a verbal discussion with student A at the end of this inquiry, I asked him what he think helped the most with his confidence and academic success. Student A said that the skill based sessions, my extensive written feedback and conferencing helped him dramatically for this outcome. Through my own observations, I can see that these feedback strategies have worked for Student A, as he began to complete his homework, classwork and handed me in draft pieces of writing, which, he had never done before. Student A not only progressed academically moving from a very low level to a medium level, but also socially with a large improvement in his engagement for class activities.

**Student B** has also progressed with his motivation and engagement with English. Academically, student B has progressed, denoted by his understanding of the content shown through diagnostic testing in contrast with his success through his summative assessment results. Student B has taken steps to manage his anxiety and we have taken steps together to promote confidence in seeking assistance, feedback and guidance. Student B slightly dropped with motivation in the first half of the outcome, but we worked together in goal setting in order to increase his motivation, which he said assisted him greatly. Student B said that working one-on-one with him through conferencing allowed him to feel confident in expressing his concerns honestly. He said that the written feedback I provided paired with the constant “check ins” helped him to feel more motivated and responsible for his learning. Student B’s writing increased dramatically, as his prior knowledge of analysing argument was below level. He achieved a medium in his summative assessment, which was a drastic improvement to his draft work and his pre-test knowledge.

**Student C** has exceeded expectations for this outcome and achieved her highest academic score this year. She is maintaining her position at working above the expected level but has exceeded her own expectations and met all of her learning goals. Student C is also heavily motivated to continue her achievement, and is persisting with writing practice pieces on this outcome, in preparation for the end of year examinations. Student C feels that the written feedback I have provided, paired with the verbal conferencing is what has helped her achieve these results. Student C feels that by providing constant feedback to the class as a whole and to the individuals is imperative for her academic achievement for her year 12 examinations.

**Student D – Not a real student.** Strategies used to assist Aboriginal and Torres Strait Islander learners were included in my inquiry. Even though I do not have an Aboriginal student, I provided opportunities for my students to gain awareness of the histories, cultures and languages of Aboriginal peoples and I included strategies in my teaching that acknowledge and assist their learning needs and overall engagement. In terms of feedback strategies, I would provide written feedback in order to support the eight-way pedagogy to not only provide verbal feedback. I would also feed forward with visuals, organisers and deconstruct and reconstruct learning material, in order to meet the pedagogical needs.

### MY OWN LEARNING

I have learnt that there are many strategies for feedback, that can be applied each lesson to students. I have learnt a great deal about the power of feeding ‘up’ for motivation and engagement levels of my learners. In addition to this, I have learnt a lot about providing opportunities for Aboriginal and Torres Strait islander

learners and how implementing strategies that link to their learning can benefit all students in a wider spectrum. Because I have focused so hard on preparing students for their examinations through extensive feedback, I have realised the immense power that feedback, feedforward and feed up has on students' motivation, engagement and academic success. I have been providing an extensive amount of verbal and written feedback for the purposes of this inquiry, but noticing the drastic change in results has led me to continue with this practice.

### **MOVING FORWARD**

Moving forward, I will be continuing to give effective feedback wherever possible and through many different forms. I will be doing this, not only to prepare my students for examinations, but also to prepare them for SAC's, homework and classwork. I will be implementing the strategies I have used to all of my classes and measuring the effects through qualitative data and quantitative results, as I have gained a strong passion into this area, seeing the large effect that it is having. I would like to focus more on student to teacher feedback as I have been researching the area and am excited to witness the benefits that I think it will hold. As far as my current learners for this inquiry go, I will be continuing this inquiries practice and providing them effective feedback in order to prepare them for their examinations.



## PAGE NUMBER GUIDE TO THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

<b>1.1</b> pages 25, 48	<b>4.1</b> pages 25, 33, 35, 36, 38
<b>1.2</b> pages 22, 33, 35, 36, 38	<b>4.2</b> pages 9, 21
<b>1.3</b> pages 10, 21, 48	<b>4.3</b> pages 9, 25
<b>1.4</b> pages 8, 10, 11, 12, 14, 15, 17, 20, 25, 38, 41, 42, 46	<b>4.4</b> pages 29, 56
<b>1.5</b> pages 25, 48	<b>4.5</b> pages 9, 27, 29
<b>1.6</b> pages 9, 33, 35, 39, 41, 42, 46, 48	<b>5.1</b> pages 9, 16, 18, 19, 20, 21, 25, 33, 35, 36, 38, 45, 59, 60, 61, 62
<b>2.1</b> pages 21, 27, 39	<b>5.2</b> pages 13, 16, 18, 19, 20, 21, 33, 35, 36, 38, 39, 44, 45, 59, 60, 61, 62
<b>2.2</b> pages 21, 38	<b>5.3</b> page 58
<b>2.3</b> page 21	<b>5.4</b> pages 22, 47, 62
<b>2.4</b> pages 11, 15, 25, 38, 40, 41	<b>5.5</b> pages 39, 44, 45, 57, 58, 60, 61, 62
<b>2.5</b> pages 8, 11, 13, 17, 18, 28, 48	<b>6.1</b> pages 22, 26, 28
<b>2.6</b> pages 9, 15, 27, 38, 45	<b>6.2</b> pages 28, 56
<b>3.1</b> pages 25, 33, 35, 36, 38	<b>6.3</b> pages 22, 26, 55, 56
<b>3.2</b> pages 21, 33, 35, 36, 38	<b>6.4</b> pages 28, 56
<b>3.3</b> pages 18, 21, 33, 35, 36, 38, 48	<b>7.1</b> pages 29, 56
<b>3.4</b> pages 9, 15, 27, 38	<b>7.2</b> pages 29, 56
<b>3.5</b> pages 25, 33, 35, 36, 38	<b>7.3</b> pages 56, 57, 58
<b>3.6</b> pages 47, 48	<b>7.4</b> pages 28, 56
<b>3.7</b> pages 57, 58	

\* Professional Knowledge  
 \* Professional Practice  
 \* Professional Engagement