

Subject Title:		Drama Method 2				
Subject Code:		EDU4D2				
Teaching Period:		Semester 2				
Credit Points:		15	Mode:	Blended	Level:	4
Prerequisite		NA				
Subject Description:						
<p>In this subject knowledge and skills are developed about pedagogical content knowledge, planning, implementation, assessment and reporting, and reflection. The emphasis is on effective teaching and learning within an Australian context for senior school Drama and Theatre Studies, generally Years 11-12, with a particular focus on the Victorian Certificate of Education, drawing upon the examples of current curriculum and professional frameworks.</p> <p>Pre-service teachers consider, demonstrate and reflect upon a professional understanding of teaching method-specific concepts, issues and developments, external and internal assessment requirements and practice, safety and legal responsibilities, application of learning technologies, audio-visual materials and resources.</p>						
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers						
Upon successful completion of this subject, you will be able to:					Australian Professional Standards for Teachers	
1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Drama and Theatre Studies, and an in-depth understanding of how senior secondary school students (Years 11-12) learn in Drama and Theatre Studies and take that learning into their post-school lives.				1.2, 2.1,	
2	Critically analyse, plan and synthesise a range of learning and teaching activities and sequences for senior secondary school students (Years 11-12) in Drama and Theatre Studies, which involve a variety of pedagogical approaches and resources (including safe and ethical use of resources including ICT) appropriate to state and national curricula.				1.2, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 4.4, 4.5	
3	Describe, design, and evaluate a unit of work involving a variety of teaching strategies which cater for individual differences in student learning across the full range of abilities in Drama Education.				1.5, 2.4, 2.5, 2.6, 3.3, 4.1, 5.3, 5.4,	
4	Examine the relationships between assessment, feedback and reporting, learning task design, student engagement and understanding in Drama and Theatre Studies, and apply to the development and modification of curriculum documents, while observing the requirements of the VCE.				2.3, 3.6, 5.1, 5.2,	

Assessment:				
Assessment Summary		Word Count	%	Australian Professional Standards for Teachers
1	Critical consideration of digital and physical resources and pedagogy for teaching a performance style or theatre style	1250	25	1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 4.5, 5.3, 5.4
2	Curriculum based pedagogical practice – unit of work	2000	50	1.1, 1.5, 2.1, 2.2, 2.3, 3.2, 5.2
3	Reflective Portfolio: Statement of Personal Pedagogy	1250	25	1.5, 3.6, 7.1
Assessment Details (including Assessment Criteria)				
1	<p>Assessment Task 1 – Critical consideration of digital and physical resources and pedagogy for teaching a performance style or theatre style</p> <p>Pre-service teachers will choose either VCE Drama or Theatre Studies as the basis of their inquiry and explore the potential for using a variety of forms and technologies in the teaching and learning of a performance style or theatre style.</p> <p>They will present a report explaining how they would see current practices developed and affected by the use of resources and activities in digital and physical forms, with emphasis on:</p> <ul style="list-style-type: none">• Study design requirements for the performance/theatre style• Pedagogical adaptations and possibilities• Digital and physical expertise required• Accessibility and equity <p>Assessment Criteria:</p> <ol style="list-style-type: none">1. Selection and explanation of digital or physical resources in relation to specific pedagogical approaches for VCE Drama or Theatre Studies.2. Planning for contribution to student learning, including relation of effective use of digital and physical forms and technologies to achievement of learning intentions3. Demonstration of strategies for use of selected resources in classroom4. Conventions of academic writing.			
2	<p>Assessment Task 2 – Curriculum-based pedagogical practice – Unit of Work</p> <p>Pre-service teachers will choose a Outcome task in either VCE Drama or VCE Theatre Studies and prepare a four week unit of work leading to that assessment.</p> <p>This unit of work is to include an overview plan, at least two detailed lesson plans representing key points in the unit sequence, reference to at least one formative assessment task prior to the final SAC process, a clear orientation to requirements of the VCE Study Design, and an explanation of how allowance for student diversity may be included.</p> <p>The final SAC or Outcome task will be detailed and criteria for its selection and assessment explained.</p>			

	<p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Research and use of resources, including academic resources and relevant VCE Drama or Theatre Study study design statements. 2. Planning for application of strategy, including explanation of learning intentions 3. Demonstration of selected strategies in set lessons 4. Conventions of formal lesson planning and academic writing.
3	<p>Assessment Task 3 - Reflective Statement of Personal Pedagogy Portfolio</p> <p>This task will allow you to demonstrate critical consideration of ideas and issues explored through face-to-face and online activities, ongoing participation in this method subject, careful analysis of self as teacher, and personal and professional reflection. Aspects to be included:</p> <ul style="list-style-type: none"> • Reflective response to face-face-intensive • Reflective responses recorded throughout online modules, including literature and research in Drama and/or Theatre Studies. • Reflective professional statement, including your practicum experiences. <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Critical reflection on philosophy and pedagogy. 2. Clearly articulated goals and teaching approaches in this method; detailed integration of learning and assessment strategies for inclusive teaching. 3. Conventions of academic writing and referencing.

Learning Resources	
Required Texts	
1	None specified
Recommended Reading	
1	http://www.vcaa.vic.edu.au/Pages/faqs/vce.aspx Burton, Bruce 2011 Living Drama 4e, Pearson Australia, Port Melbourne, Australia
2	VCE Study Design Drama 1 & 2 & VCE Study Drama 3 & 4 http://www.vcaa.vic.edu.au/documents/vce/drama/drama-sd-2014.pdf Sallis, Richard & Bird, Jane 2014 Acting Smart, Drama, Version 7, Acting Smart, Melbourne.
3	VCE Study Design Theatre Studies 1 & 2 - VCE Study 3 & 4 http://www.vcaa.vic.edu.au/documents/vce/theatre/theatrestudiessd-2014.pdf Bird, Jane, Sallis, Richard, Bailey, Mark 2014 Acting Smart Theatre Studies Version 7, Acting Smart, Melbourne.
4	Kempe, A & Nicholson H 2007, <i>Learning to Teach Drama 11–18</i> , Bloomsbury Academic, London, UK. Neelands, J & Dobson W 2008, <i>Advanced Drama and Theatre Studies</i> , Hodder Education, London, UK. Nicholson, H (ed.) 2000, <i>Teaching Drama</i> , 11–18, Continuum, London, UK. James, R & Williams, P 1984, <i>A Guide to Improvisation: A Handbook for Teachers</i> , Kemble Press, London, UK. Lamden, G 2000, <i>Devising: A Handbook for Drama and Theatre Studies</i> , Hodder Education, London, UK. Weigler, W 2001, <i>Strategies for Playbuilding: Helping Groups Translate Issues into Theatre</i> , Heinemann, The University of Michigan, USA. Rook, R & Saunders, J 1997, <i>Playforms</i> , Cambridge University Press, Victoria, Australia.
5	Sommerstein, AH 2002, <i>Greek Drama and Dramatists</i> , Routledge, London, UK. Cole, T 1995, <i>Acting: A Handbook of the Stanislavski Method</i> , Crown Publications, New York, USA. Crystal, Ben 2009, <i>Shakespeare on Toast</i> , Allen and Unwin Pty Ltd, NSW, Australia. Ernst, E 1974, <i>The Kabuki Theatre</i> , The University Press of Hawaii, USA. Gurr, A 1992, <i>The Shakespearean Stage, 1574–1642</i> , 3rd edn, Cambridge University Press, London, UK. Hunter, G & Priest, E 1996, <i>Greek Drama</i> , Pearson Education, New Zealand. Royal Shakespeare Company 2010, <i>The RSC Shakespeare Toolkit for Teachers</i> , Methuen Drama, A & C Black Publishers, London. Rudlin, J 1994, <i>Commedia dell'Arte: An Actor's Handbook</i> , Routledge, New York, USA. Styan, J 1981, <i>Modern Drama in Theory and Practice 1: Realism and Naturalism</i> , Cambridge University Press, Cambridge, UK.

6	<p>Brook, P 1990, <i>The Empty Space</i>, Penguin Books, London, UK.</p> <p>Esslin, M 2004, <i>The Theatre of the Absurd</i>, Penguin, Harmondsworth, UK.</p> <p>Grotowski, J 1993, <i>Towards a Poor Theatre</i>, Methuen, London, UK.</p> <p>Artaud, A 2010, <i>The Theatre and its double</i>, One World Classics, UK.</p> <p>Barber, S 2003, <i>Antonin Artaud: Blows and Bombs</i>, Creation Books, London, UK.</p> <p>Kumiega, J 1987, <i>The Theatre of Grotowski</i>, Methuen, London, UK.</p> <p>Miller, S 1992, <i>Systems of Rehearsal: Stanislavsky, Brecht, Grotowski and Brook</i>, Routledge, London, UK.</p> <p>Styan, J 1981, <i>Modern Drama in Theory and Practice 2: Symbolism, Surrealism and the Absurd</i>, Cambridge University Press, Cambridge, UK.</p> <p>Styan, J 1983, <i>Modern Drama in Theory and Practice 3: Expressionism and Epic Theatre</i>, Cambridge University Press, Cambridge, UK.</p> <p>Willett, J 1977, <i>The Theatre of Bertolt Brecht</i>, Methuen Publishing Ltd, London, UK.</p>
7	<p>Curtis, Stephen 2014 <i>Staging Ideas; Set and costume design for theatre</i>, Currency Press, Sydney.</p> <p>Anderson, K & Ross, I 2001, <i>Performance Design in Australia</i>, Craftsman House, Sydney, Australia.</p> <p>Beck, R 1990, <i>Stagecraft</i>, 3rd edn, National Textbook Company, Lincolnwood, USA.</p> <p>Bowskill, D 1983, <i>Acting Stagecraft</i> (Made Simple Books), Heinemann, UK.</p> <p>Fraser, N 1994, <i>Lighting and Sound: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Govier, J 1989, <i>Create Your Own Stage Props</i>, A & C Black, London, UK.</p> <p>Griffiths, TR 1999, <i>Stagecraft: The Complete Guide to Theatrical Practice</i>, Knickerbocker Press, London, UK.</p> <p>Holt, M 1994, <i>Costume and Make-up: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Holt, M 1994, <i>Stage Design and Properties: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Kidd, M 1996, <i>Stage Costume</i>, A & C Black, London, UK.</p> <p>Laver, J 1986, <i>Costume and Fashion</i>, Thames and Hudson, London, UK.</p> <p>Linnel, R 1993, <i>Theatre Arts Workbook</i>, Hodder Education, London, UK.</p> <p>Menear, P & Hawkins, T 1994, <i>Stage Management and Theatre Administration: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p>
8	<p>Sallis, Richard & Bird, Jane 2014 <i>Acting Smart, Drama, Version 7</i>, Acting Smart, Melbourne.</p> <p>Bird, Jane, Sallis, Richard, Bailey, Mark 2014 <i>Acting Smart Theatre Studies Version 7</i>, Acting Smart, Melbourne.</p> <p>Campbell, P (ed.) 1996, <i>Analysing Performance: A Critical Reader</i>, Manchester University Press, New York, USA.</p> <p>Also Melbourne Theatre Company, Malthouse and Melbourne Arts Centre have analyses of productions that have been on VCAA list of productions.</p>
9	<p>VCE past examinations and examiners' reports - http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx </p>

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Senior Drama and Theatre Studies in the curriculum: An Introduction	<p>Learning Focus: Getting to know the Structure and expectations of VCE Drama and VCE Theatre Studies</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics • Learning the specific terms for each study design (VCE Drama Study Design pp 10 -13 and VCE Theatre Studies Study Design p. 10) <p>Readings: VCE FAQs and introduction - http://www.vcaa.vic.edu.au/Pages/faqs/vce.aspx http://www.vcaa.vic.edu.au/documents/vce/drama/drama-sd-2014.pdf http://www.vcaa.vic.edu.au/documents/vce/theatre/theatrestudiesd-2014.pdf</p> <p>Additional Reading: Burton, Bruce 2011 Living Drama 4e, Pearson Australia, Port Melbourne, Australia.</p>
2 & 3	VCE Drama	<p>Learning Focus: Scope of study, Rationale, Aims and Structure of Drama</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics <p>Readings: http://www.vcaa.vic.edu.au/documents/vce/drama/drama-sd-2014.pdf VCE Study Design Drama 1 & 2 – pp14 -23 VCE Study Design Drama 3 & 4 – pp 24-32</p> <p>Additional reading: Sallis, Richard & Bird, Jane 2014 Acting Smart, Drama, Version 7, Acting Smart, Melbourne.</p> <p>Sinclair, C, Jenneret, N & O'Toole, J 2008, <i>Education in the Arts: Teaching and Learning in the Contemporary Curriculum</i>, Oxford University Press, Australia.</p> <p>Vergette, R 2008, <i>Edexcel Advanced Drama and Theatre Studies</i>, Phillip Allan Updates, Hodder Education, UK.</p> <p>Neelands, J & Dobson W 2000, <i>Drama and Theatre Studies at AS/A Level</i>, Hodder and Stoughton. London, UK.</p>
4 & 5	VCE Theatre Studies	<p>Learning Focus:</p> <ul style="list-style-type: none"> • Scope of study, Rationale, Aims and Structure of Theatre Studies

		<p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics <p>Readings:</p> <p>http://www.vcaa.vic.edu.au/documents/vce/theatre/theatrestudiesd-2014.pdf</p> <p>VCE Theatre Studies 1 & 2 – pp.11-17 VCE Theatre Studies 3 & 4 – pp. 19-28</p> <p>Additional reading:</p> <p>Bird, Jane, Sallis, Richard, Bailey, Mark 2014 <i>Acting Smart Theatre Studies Version 7</i>, Acting Smart, Melbourne.</p> <p>Catron, L 1989, <i>The Directors Vision: Play Direction from Analysis to Production</i>, Mayfield Publishing Company, USA.</p> <p>Neelands, J & Dobson W 2000, <i>Drama and Theatre Studies at AS/A Level</i>, Hodder and Stoughton. London, UK.</p> <p>McCaffery, M 1998, <i>Directing a Play: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Reynolds, P 1991, <i>Drama: Text into Performance</i>, Penguin, Harmondsworth, UK.</p>
6	Dramatic Storytelling and Devising Non-Naturalistic Ensemble Performance	<p>Learning Focus:</p> <ul style="list-style-type: none"> Overview of the process of developing dramatic story telling which leads directly into Devising Non-Naturalistic Ensemble Performance making of VCE Drama Unit 3. <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics Read relevant sections of VCE Drama study design. <p>Readings:</p> <p>http://www.vcaa.vic.edu.au/documents/vce/drama/drama-sd-2014.pdf</p> <p>Kempe, A & Nicholson H 2007, <i>Learning to Teach Drama 11–18</i>, Bloomsbury Academic, London, UK.</p> <p>Neelands, J & Dobson W 2008, <i>Advanced Drama and Theatre Studies</i>, Hodder Education, London, UK.</p> <p>Nicholson, H (ed.) 2000, <i>Teaching Drama</i>, 11–18, Continuum, London, UK.</p> <p>James, R & Williams, P 1984, <i>A Guide to Improvisation: A Handbook for Teachers</i>, Kemble Press, London, UK.</p> <p>Lamden, G 2000, <i>Devising: A Handbook for Drama and Theatre Studies</i>, Hodder Education, London, UK.</p> <p>Weigler, W 2001, <i>Strategies for Playbuilding: Helping Groups Translate Issues into Theatre</i>, Heinemann, The University of Michigan, USA.</p>

		Rook, R & Saunders, J 1997, <i>Playforms</i> , Cambridge University Press, Victoria, Australia.
7	Performance Styles: Pre-Modern	<p>Learning Focus: Overview of the major Pre-Modern Styles, such as Ancient Greek Theatre, Shakespeare, Comedy of Manners. Commedia dell'Arte, Realism, Asian Theatre forms, such as Noh and Kabuki.</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics <p>Readings: Sallis, Richard & Bird, Jane 2014 <i>Acting Smart, Drama, Version 7</i>, Acting Smart, Melbourne.</p> <p>Bird, Jane, Sallis, Richard, Bailey, Mark 2014 <i>Acting Smart Theatre Studies Version 7</i>, Acting Smart, Melbourne.</p> <p>Sommerstein, AH 2002, <i>Greek Drama and Dramatists</i>, Routledge, London, UK.</p> <p>Cole, T 1995, <i>Acting: A Handbook of the Stanislavski Method</i>, Crown Publications, New York, USA.</p> <p>Crystal, Ben 2009, <i>Shakespeare on Toast</i>, Allen and Unwin Pty Ltd, NSW, Australia.</p> <p>Ernst, E 1974, <i>The Kabuki Theatre</i>, The University Press of Hawaii, USA.</p> <p>Gurr, A 1992, <i>The Shakespearean Stage, 1574–1642</i>, 3rd edn, Cambridge University Press, London, UK.</p> <p>Hunter, G & Priest, E 1996, <i>Greek Drama</i>, Pearson Education, New Zealand.</p> <p>Royal Shakespeare Company 2010, <i>The RSC Shakespeare Toolkit for Teachers</i>, Methuen Drama, A & C Black Publishers, London.</p> <p>Rudlin, J 1994, <i>Commedia dell'Arte: An Actor's Handbook</i>, Routledge, New York, USA.</p> <p>Styan, J 1981, <i>Modern Drama in Theory and Practice 1: Realism and Naturalism</i>, Cambridge University Press, Cambridge, UK.</p>
8	Modern Performance Styles and 20th Century Theatre Practitioners	<p>Learning Focus:</p> <ul style="list-style-type: none"> • Overview of the major 20th Century Theatre Practitioners and Modern Performance Styles, such as Brecht, Grotowski, Artaud, Theatre of the Absurd, Physical Theatre, and many more. <p>Student activity:</p> <ul style="list-style-type: none"> • Reading course notes and set articles on key topics <p>Readings:</p> <p>Brook, P 1990, <i>The Empty Space</i>, Penguin Books, London, UK.</p> <p>Esslin, M 2004, <i>The Theatre of the Absurd</i>, Penguin, Harmondsworth, UK.</p> <p>Grotowski, J 1993, <i>Towards a Poor Theatre</i>, Methuen, London, UK.</p>

		<p>Artaud, A 2010, <i>The Theatre and its double</i>, One World Classics, UK.</p> <p>Barber, S 2003, <i>Antonin Artaud: Blows and Bombs</i>, Creation Books, London, UK.</p> <p>Kumiega, J 1987, <i>The Theatre of Grotowski</i>, Methuen, London, UK.</p> <p>Miller, S 1992, <i>Systems of Rehearsal: Stanislavsky, Brecht, Grotowski and Brook</i>, Routledge, London, UK.</p> <p>Styan, J 1981, <i>Modern Drama in Theory and Practice 2: Symbolism, Surrealism and the Absurd</i>, Cambridge University Press, Cambridge, UK.</p> <p>Styan, J 1983, <i>Modern Drama in Theory and Practice 3: Expressionism and Epic Theatre</i>, Cambridge University Press, Cambridge, UK.</p> <p>Willett, J 1977, <i>The Theatre of Bertolt Brecht</i>, Methuen Publishing Ltd, London, UK.</p>
9 and 10	Theatre Production Processes	<p>Learning Focus:</p> <p>Overview of Theatre Production Processes that includes designing for stagecraft through three stages:</p> <ul style="list-style-type: none"> production planning including developing initial concepts for the production production development including exploring and trialling approaches to achieving production aims presentation including involvement in bump-in, technical/dress rehearsals, performances, bump-out and evaluation <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics <p>Readings:</p> <p>Curtis, Stephen 2014 <i>Staging Ideas</i>; Set and costume design for theatre, Currency Press, Sydney.</p> <p>Anderson, K & Ross, I 2001, <i>Performance Design in Australia</i>, Craftsman House, Sydney, Australia.</p> <p>Beck, R 1990, <i>Stagecraft</i>, 3rd edn, National Textbook Company, Lincolnwood, USA.</p> <p>Bowskill, D 1983, <i>Acting Stagecraft</i> (Made Simple Books), Heinemann, UK.</p> <p>Fraser, N 1994, <i>Lighting and Sound: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Govier, J 1989, <i>Create Your Own Stage Props</i>, A & C Black, London, UK.</p> <p>Griffiths, TR 1999, <i>Stagecraft: The Complete Guide to Theatrical Practice</i>, Knickerbocker Press, London, UK.</p> <p>Holt, M 1994, <i>Costume and Make-up: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Holt, M 1994, <i>Stage Design and Properties: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>Kidd, M 1996, <i>Stage Costume</i>, A & C Black, London, UK.</p> <p>Laver, J 1986, <i>Costume and Fashion</i>, Thames and Hudson, London, UK.</p> <p>Linnel, R 1993, <i>Theatre Arts Workbook</i>, Hodder Education, London, UK.</p>

		<p>Menear, P & Hawkins, T 1994, <i>Stage Management and Theatre Administration: A Phaidon Theatre Manual</i>, Phaidon, University of California, USA.</p> <p>National Theatre (London) and Royal Shakespeare Theatre have sections of their websites devoted to Theatre Production Processes which are very useful for Theatre Studies stagecraft design.</p>
11	Analysing a Professional Production in Performance: Drama & Theatre Studies	<p>Learning Focus:</p> <ul style="list-style-type: none"> Overview of the differences of viewing and analysing a professional production for Drama and for Theatre Studies. <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics <p>Readings:</p> <p>Sallis, Richard & Bird, Jane 2014 <i>Acting Smart, Drama, Version 7</i>, Acting Smart, Melbourne.</p> <p>Bird, Jane, Sallis, Richard, Bailey, Mark 2014 <i>Acting Smart Theatre Studies Version 7</i>, Acting Smart, Melbourne.</p> <p>Campbell, P (ed.) 1996, <i>Analysing Performance: A Critical Reader</i>, Manchester University Press, New York, USA.</p> <p>Read Study Design requirements and</p>
12	VCE assessment models and structures	<p>Learning Focus:</p> <ul style="list-style-type: none"> Overview of Assessment differences between Yr 11 and Yr 12 SACs and formal examination, examiners' reports Overview of differences for preparing Drama Solos and Theatre Study Monologues. <p>Student activity:</p> <ul style="list-style-type: none"> Reading course notes and set articles on key topics <p>Readings:</p> <p>VCE Drama Assessment Handbook 2014-2018</p> <p>VCE Theatre Studies Handbook 2014 -18</p> <p>VCE past examinations and examiners' reports - http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx</p>

Assessment Task No.		Description of task:
Assessment Task 1		Critical consideration of resources and pedagogy
APST 1.2, 2.2, 2.6, 3.4, 6.4	Taught:	<ul style="list-style-type: none"> Modelling of online pedagogies and activities both digital and physical, in the overall subject delivery format Consideration of resources, including strengths, limits and requirements in weeks 5 and 6 Consideration of adaptation of, and options for, classroom strategies in weeks 5 and 6
	Practised:	<ul style="list-style-type: none"> Engagement with online digital and physical activities and tasks throughout the subject
	Assessed:	<ul style="list-style-type: none"> Demonstration of selection, strategies and critiquing of digital and physical resources in this assessment task Consideration of pedagogical implications for student learning, and awareness of social issues in use, of multimodal and emerging technologies in this assessment task
Assessment Task No		Description of task:
Assessment Task 2		Curriculum-based pedagogical practice – Unit of Work
APST 1.1, 1.5, 2.1, 2.2, 2.3, 3.2, 5.2	Taught:	<ul style="list-style-type: none"> Regular reference to, and focus on, formal curriculum statements at state and national levels Regular reference to learning options, styles and suggestions throughout the topics Specific references to study design requirements and structures in weeks 2, 3, 4, 5, 6 Week 9 on assessment options and procedures
	Practised:	<ul style="list-style-type: none"> Engagement with module activities, particularly in weeks 2, 3, 4, 5 and 6
	Assessed:	<ul style="list-style-type: none"> Satisfaction of the assessment criteria for this task
Assessment Task No		Description of task:
Assessment Task 3		Reflective Statement of Personal Pedagogy
APST 1.5, 3.6, 7.1	Description of how each Graduate Teacher Standard is Taught, Practised and Assessed	
	Taught:	<ul style="list-style-type: none"> Integration of personal observations and judgements through all modules
	Practised:	<ul style="list-style-type: none"> Selections and judgements made in topics throughout the weeks Reflection on Professional Experience in relation to weekly topics
	Assessed:	<ul style="list-style-type: none"> Satisfaction of the assessment criteria for this task