

# STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

(3.1) Establish challenging learning goals.

*Set learning goals that provide achievable challenges for students of varying abilities and characteristics.*

Australian Professional Standards for Teachers

(3.3) Use teaching strategies

*Include a range of teaching strategies.*

## **Australian Professional Standards for Teachers**

During my second practicum, I was tasked with designing and delivering a Year 7 Media lesson for a class of 25 students in a secondary state school in Brisbane's northern suburbs. The design of the lesson incorporated research-based teaching strategies to address the diverse needs of students (Standard 3.3) and established appropriately challenging learning goals (Standard 3.1) to align with their developmental stage. The class, scheduled on a Friday afternoon near the end of the school day, presented unique challenges in maintaining student focus and engagement, necessitating carefully considered strategies. Additionally, the class included students who were English as an Additional Language or Dialect (EAL/D) learners and students diagnosed with Autism Spectrum Disorder (ASD), further emphasizing the need for differentiated teaching practices (Standard 3.3).

## **Lesson Objectives and Strategies**

The primary objective of the lesson was for students to design their own movie poster, applying relevant industry-standard techniques and conventions. The lesson plan utilized high-impact teaching strategies (HITS), as outlined by the Department of Education and Training (DET, 2020), to ensure active engagement and inclusive participation.

To begin, I employed direct instruction to clearly articulate the learning objectives and outline the success criteria for the summative assessment task (Standard 3.1). This approach, aligned with the principles of explicit teaching, ensures that students understand what is expected of them (Archer & Hughes, 2011). Following the introduction, students worked in small groups to label the various components of a movie poster (Artifact 1). Group work is a proven strategy to enhance collaboration, allowing students to negotiate roles and responsibilities while actively participating in the learning process (DET, 2020).

After completing the group task, the posters were collected, and the class engaged in teacher-led dialogue. This discussion provided immediate feedback, clarified misconceptions, and reinforced the connection between the task and the lesson objectives (Hattie & Timperley,

2007). Students were then tasked with individually writing a brief description of the movie poster, identifying its genre and providing a rationale for their interpretation. The multimodal nature of this task supported the development of language skills for EAL/D students, aligning with research by Walsh et al. (2015) that highlights the role of multimodality in scaffolding language acquisition.

### **Outcomes and Reflections**

The lesson effectively engaged students, as evidenced by their active participation and ability to demonstrate understanding through formative assessment activities. The integration of strategies such as small group collaboration, multimodal tasks, and teacher-led dialogue created a dynamic and inclusive learning environment, ensuring students remained focused and motivated.

Moving forward, I aim to expand my repertoire of strategies to further enhance student engagement (Standard 3.3). This goal will involve ongoing professional development through workshops and research, supported by collaboration with colleagues and school leadership. Bingimlas (2009) emphasizes the value of professional learning communities in fostering teacher growth, while Wenger's (2018) concept of communities of practice highlights the importance of shared learning among educators.

As I progress from a pre-service teacher to a proficient educator, I am committed to implementing evidence-based strategies to effectively engage a diverse range of students, ensuring their success and fostering a lifelong love of learning.

### References

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