

## **Annotation of Evidence Set - Sequence One - Year 9 Geography**

I planned and implemented a learning sequence on urbanisation, focusing on the causes and consequences of urbanisation in China as in line with the syllabus (ACHGK054). To establish an inclusive classroom where all students are acknowledged as individuals, I made up response cards for students to fill out their interests and name to get to know them (Munro & Stephenson, 2009). I then used the cards throughout the lesson sequence to call on students for answers, opinions or thoughts in order to support student participation **(4.1)**. I also provided students with a learning checklist, outlining the five topics we would be covering throughout the term. By providing students with a learning checklist at the start of the term I am communicating clear and appropriate learning goals for students to achieve and also encouraging students to be responsible for their own learning as they reflect on what they have learnt (Marzano, 2009). This reflection was also used by me to as feedback on my teaching **(3.1)**.

To gauge an understanding of students' prior knowledge of the topics covered in the unit "Changing Places" I went through the key inquiry questions of the unit and asked students what they already knew about these topics as a formative assessment **(5.1)**. This then guided how I planned and taught the unit.

Before teaching this class for the second time, I had a discussion with my supervising teacher where he advised that I include short, scaffolded activities such as class brainstorms with graphic organizers and cloze passages to keep students on task, differentiate for the wide range of abilities of the students and focus on supporting their literacy. Taking on his advice, I encouraged students to think about the general economic, social and environmental advantages and disadvantages of urbanisation by using graphic organisers **(1.3)**. According to Singleton and Filch (2015), graphic organisers reduce cognitive load by giving students a scaffold to use to visually represent the main ideas or concepts of a topic, therefore I included these in my lesson to assist students in understanding these underpinning concepts. I also showed students a video about Shanghai - the Maglev high-speed train to give them an example of infrastructure as an economic advantage in China and included a cloze passage to complete while watching the video **(1.3)**. When discussing the social disadvantages that rise as a consequence of urbanisation, I used the example of new suburbs on the city fringes of Perth, referring to a source and providing images as visual cues to assist students in understanding how consequences of urbanisation affect both people and the environment (Tomlinson & Allan, 2000) **(1.3)**.

For the next lesson, I used a "do now" activity as a formative assessment strategy to formally monitor student learning and get some feedback on how students had understood the content from previous lessons (William & Leahy, 2015). I found from the "do now" activity that a lot of students found distinguishing between economic and

social factors of urbanisation were difficult, so as a whole-class activity, students used a graphic organiser to outline the economic, social and environmental factors of urbanisation in China **(5.1)**. This helped students distinguish between the factors as well as build their knowledge of the case study country, China.

After listening to students questions about the assessment task during lessons where they had time to work on it in the computer room I found that there were two frequently asked questions. Therefore, at the start of the next lesson, a week before the assessment task was due I included a slide answering the most commonly asked questions and a scaffold for the extended response. By doing this I was providing feedback to students in order for them to have a better understanding of what they need to do for their assessment (Hattie & Timperley, 2007) **(5.2)**.

## References

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