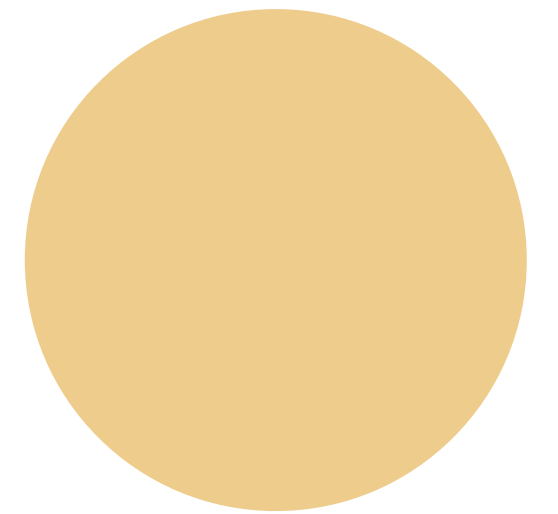


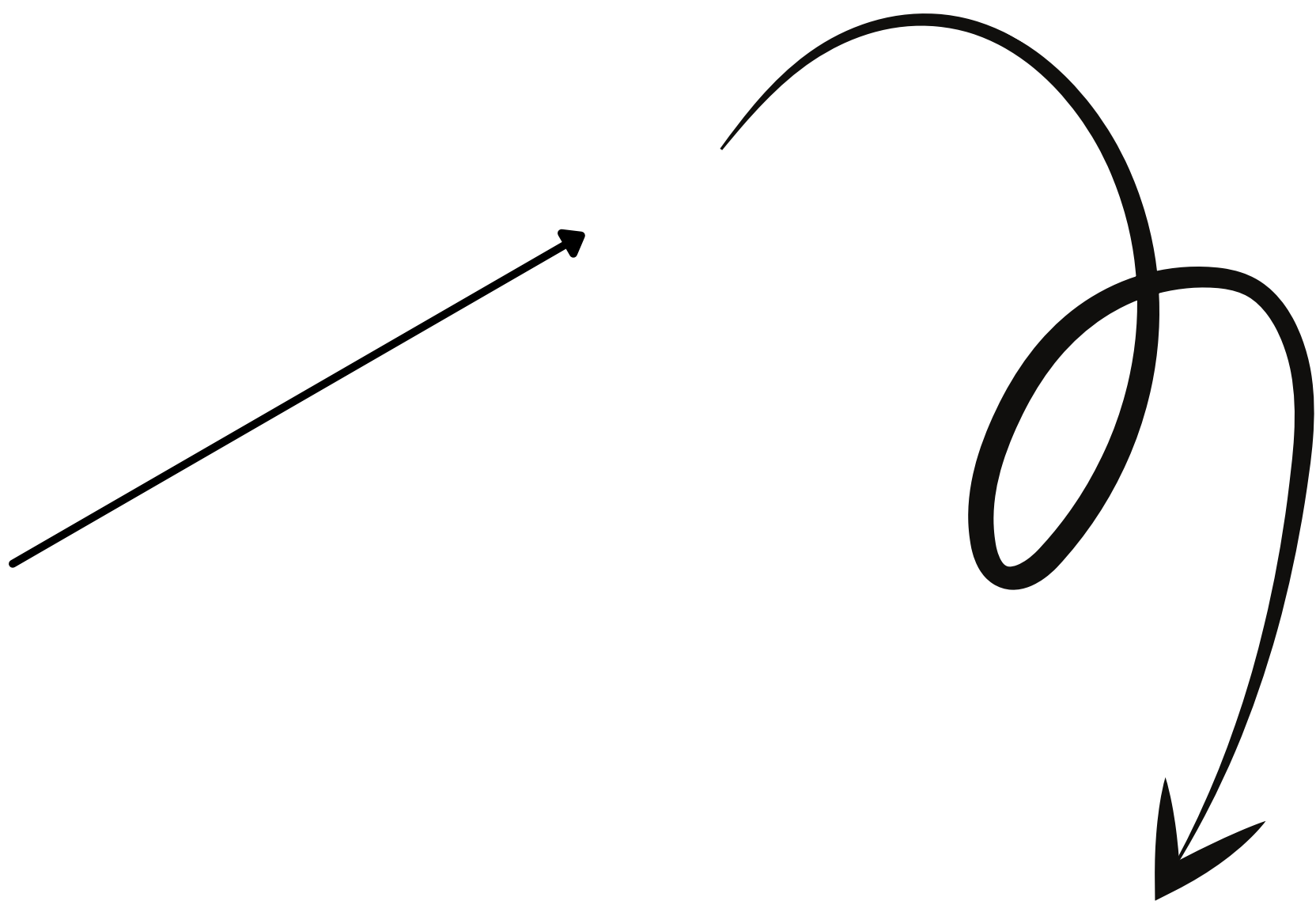
Stage 2

Essential English



Josh

joshua.basford@thebartonsc.sa.edu.au



Receive first assignment

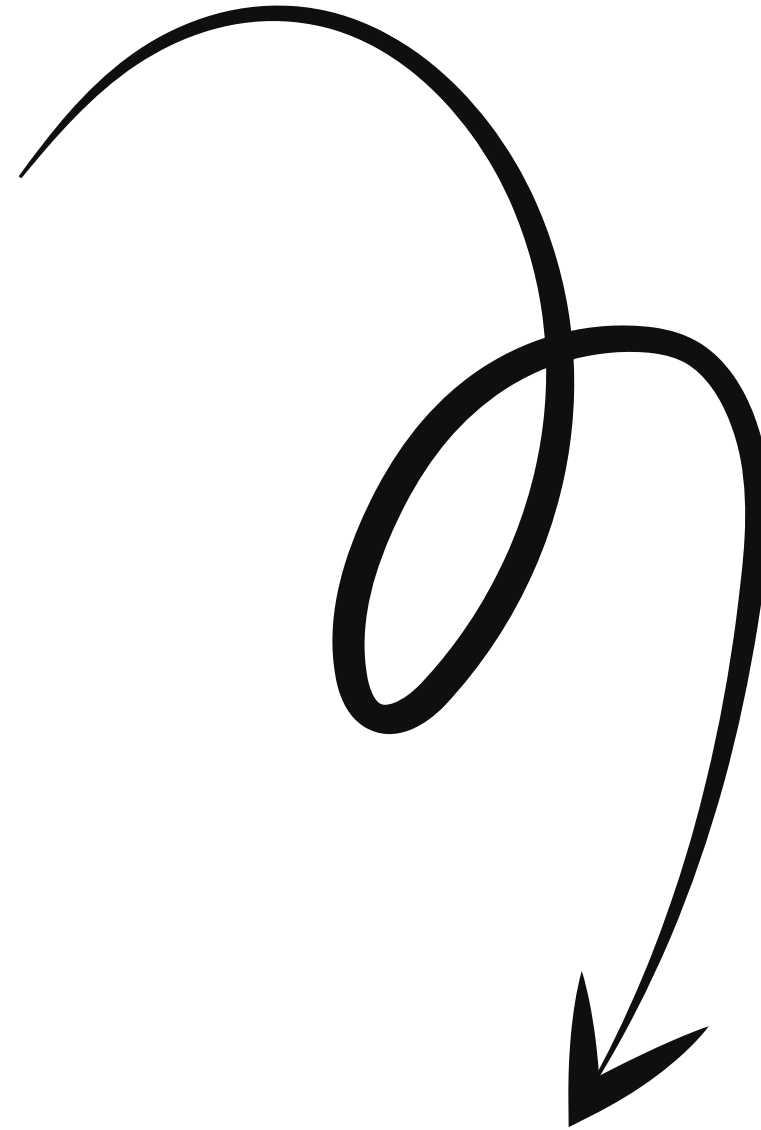
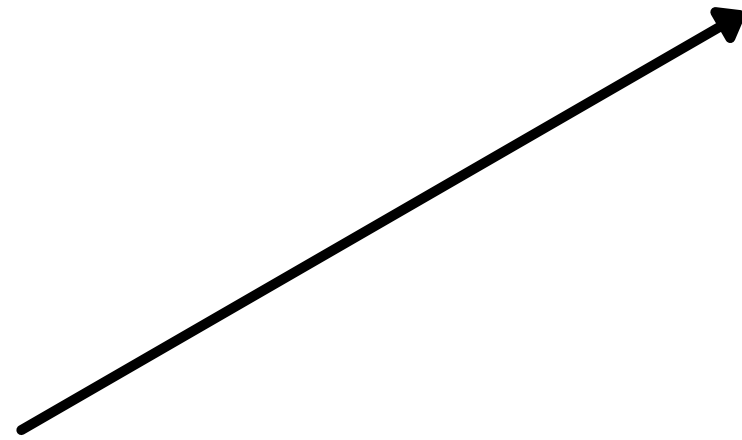
(Start to lose confidence, get confused, let attendance drop a bit, snapchat or disrupt my way through lesson)

Middle of the term

(Spiralling with a few half-hearted attempts to turn things around, feel like shit, eventually disengage, it will all be *magically* better next year.)

First couple of weeks

(I'm a changed person, I've got this, all my bad habits will magically disappear.)



It is pretty important that we discuss...

- Learning barriers (dyslexia, mental health challenges, spectrum disorders)
- Having some strategies to cope with our anger, frustration, chronic procrastination habits
- Habits from last year you want to break (but aren't sure how)
- Things that will impact your attendance (being a parent, carer, work)
- Teaching/communication styles that don't work for you
- Preferred pronouns and names

The tip refers to what adults usually notice and often attribute it to willfulness.

The diagram is an iceberg floating in blue water. The tip of the iceberg, which is above the water line, is light pink and contains the following text: 'Late Work', 'No Motivation', 'Low Grades', 'Homework Battles', 'Missing Assignments', and 'Procrastination'. The rest of the iceberg, which is submerged, is light blue and contains the following text: 'Poor Sleep', 'Speech & Language', 'Trauma', 'ADHD', 'EF Challenges', 'Brain Injury / Concussion', 'Dyslexia', 'Poor Nutrition', 'Sense of Security', 'Inadequate Exercise', 'Emotional Disorders', 'Processing Disorders', 'Aspergers', 'Autism', 'Low Self-Esteem', 'Bullying', 'Sensory Issues', 'Fear', 'Dysgraphia', 'OCD', and 'etc.'. A curved arrow points from the text 'The tip refers to what adults usually notice and often attribute it to willfulness.' to the tip of the iceberg. Another curved arrow points from the text 'But there's usually something going on beneath the surface that is impacting executive function.' to the submerged part of the iceberg.

Late Work
No Motivation
Low Grades
Homework Battles
Missing Assignments
Procrastination
Poor Sleep
Speech & Language
Trauma
ADHD
EF Challenges
Brain Injury / Concussion
Dyslexia
Poor Nutrition
Sense of Security
Inadequate Exercise
Emotional Disorders
Processing Disorders
Aspergers
Autism
Low Self-Esteem
Bullying
Sensory Issues
Fear
Dysgraphia
OCD
etc.

We need to address what's going on beneath the surface!

But there's usually something going on beneath the surface that is impacting executive function.

Josh has some expectations

01 Lead with empathy

02 Do not bully others

03 Don't just give up

04 Communicate



You can expect from him

01 Well-designed content

02 Support and care

03 To not give up on you

04 Clear feedback



Genre ranking

Order the paper on your desk
as indicated below

MOST FAV

LEAST FAV

IN THE BIN



Once finished, please take a photo of your ranked choices, and forward it to your TSC email.

Then please email the photo to Josh (you can reply to the email he sent you this morning).

For your top three choices please give at least two examples of text type + your reasoning.

Josh's email = joshua.basford@thebartonsc.sa.edu.au



How Much Sleep Do You Actually Need?



Watch later



Share

HOW MUCH

SLEEP

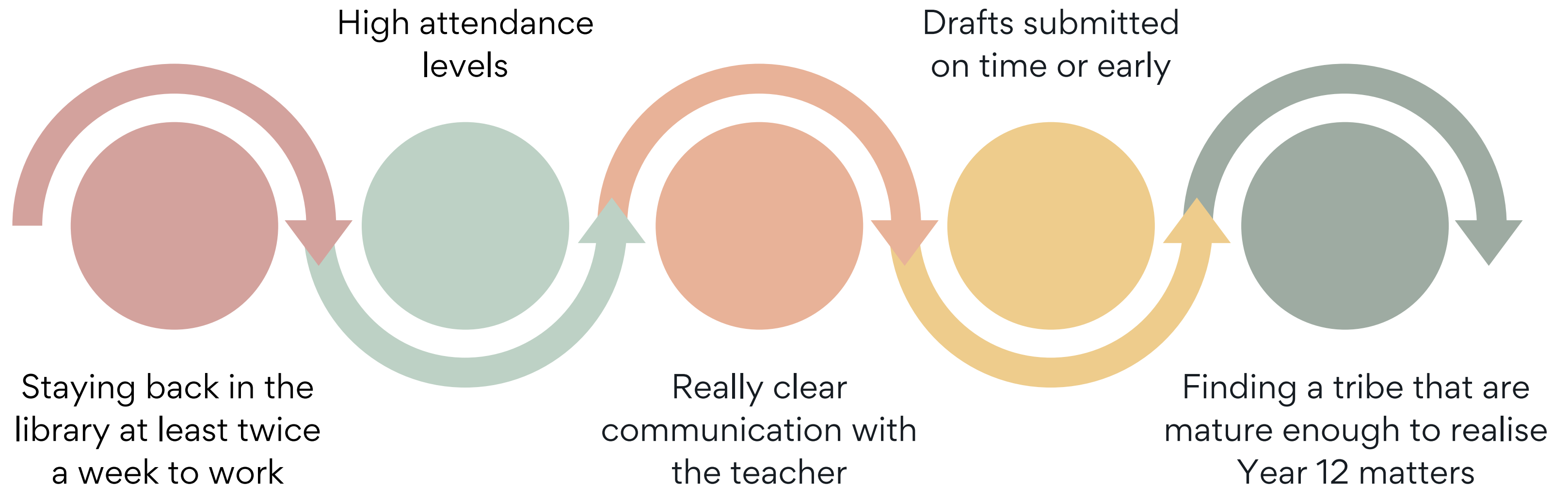
DO
YOU

NEED?



Watch on  YouTube

In my observations of students a successful Year 12 often looks like...



Stage 2 Essential English looks like... seven assignments

Term 1

Assignment 1
Creating a text
Comedic
instructional
video

Term 2

Finishing
Assignment 3

Term 3

Assignment 6
External for SACE
In-depth language
study

Assignment 2
Creating a text
Writers Week? Art
Gallery Review

Assignment 4
Responding to text
Usually a novel, short
story, but flexible

Assignment 7
Creating text
To be finalised

Assignment 3
Responding to text
Will relate to Writers
Week/Art Gallery

Assignment 5
Responding to text
Usually a film

Formative task

I want you to spend 15 minutes alone, observing something.

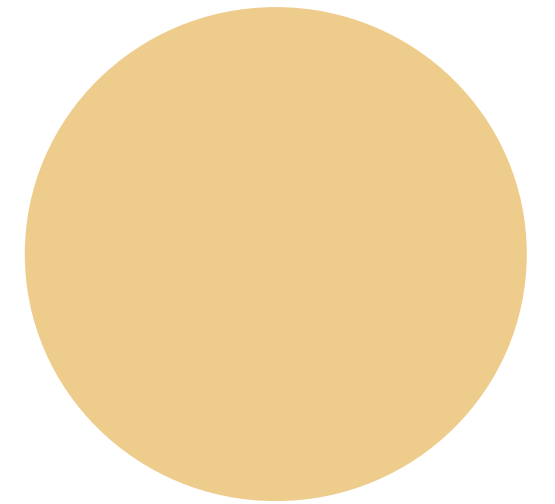
I also want you to record this period of time. You can use mixed media, (recording voice, writing/typing, drawing.

You can observe and record;

- Thoughts and feelings
- How something changes as you study it over time
- Create a short story based on something that you observe

This is useful for me to see;

- How you engage with a task
- What kind of thinker you are
- To get an initial sense of your literacy and capacity



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