UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6705/ EDST6707/EDST6714

French/German/Spanish Method 1

Term 1, 2019

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IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6705 French/EDST6707 German/EDST6714 Spanish Method 1 (6 units of credit)
Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Rosa Rodriguez
Email:	r.rodriguez@unsw.edu.au
Availability:	By email only

3. COURSE DETAILS

Course Name	French/German/Spanish Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

This course is designed to increase a student's pedagogical content knowledge for French/German/Spanish teaching. The key elements of pedagogy and French/German/French content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW French/ German Spanish syllabuses.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- *More classroom teaching ideas and strategies*

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education Standard Authority French/German/Spanish Syllabuses and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3
6	Practise the ethical and professional values expected of teachers	1,2,3

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2,3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2	Organise content into an effective learning and teaching sequence.	1,2,3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2,3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3	Include a range of teaching strategies.	1,2,3
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2,3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3

NATIONAL PRIORITY AREA ELABORATIONS

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section *6. Course content and structure*. Details of the assessment on National Priority Areas can also be found in section 6 *Course content and structure* section *7 Assessment.*

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 6, 7	1
B. Classroom Management	1, 5	1
C. Information and Communication Technologies	2, 3, 5, 6, 7, 8, 12, 13	1
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 4, 5, 7	2
F. Teaching Students from Non-English Speaking Backgrounds	2, 3, 4, 5, 7, 8, 10	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach French/German/Spanish to secondary school students with an emphasis on the NSW French/Spanish curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for Stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the French/German/Spanish classroom. Emphasis will be given to the relationship between French/German/Spanish, literacy and numeracy and the role and value of French/Spanish in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on Moodle.
- Online discussions via Moodle.
- Peer teaching in a simulated classroom setting

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 21 Feb	***Professional Knowledge - APST 1*** • Course outline and Assessments • NESA and ACARA • NSW Curriculum Requirements • K- 10 curriculum framework • Why learn a language; the rationale • the aim and objectives of K- 10 language syllabus	• Promoting language learning - French/Spanish/German • Courses, syllabuses & supporting documents Stages 4 and 5 in French/Spanish/German
	A6, D1, E1	
2 28 Feb	***Professional Knowledge – APST 2*** • Language syllabus K- 10 • Understanding - the learners of language - diversity of learners - syllabus coding - strands • The Stage Statement	• Suggested topics/themes for Stage 4 & 5 • Classroom teaching and learning ideas #1
	D1 - 4, D7, F3 -4	
3 7 Mar	***Professional Practice – APST 3*** • Lesson planning: The backward design • What to consider in creating effective lessons • Teacher Reflection	• Analysis of a lesson plan in French/Spanish/German • Classroom teaching and learning ideas #2
	D1, 4, 5	
4 14 Mar	***Professional Practice – APST 4*** • Classroom practice • 20 observable characteristics of a language effective teacher • Effective feedback in classrooms (informal and formal feedback)	***ASSESSMENT TASK 1: DEMONSTRATION***
	B1, 5	
5 21 Mar	***Professional Practice – APST 5*** • Assessment for/as/of learning • Assessment moderation • Feedback and reporting	• Assessment moderation practice • Examining sample reports • Providing meaningful feedback on student work • Classroom teaching and learning ideas # 3
	D13, 14	

Module	Lecture Topic	Tutorial Topic
6 28 Mar	***Professional Practice – APST 3*** • Resources - ICT - Realia - Commercial textbooks - Media - Student work	***ASSESSMENT TASK 1: LESSON PLAN DUE*** • Evaluation of a Course Book • Resources to Support the Learning of French/Spanish/German • ICT in the classroom • Classroom teaching and learning ideas # 4
	C2 - 3, C 5 - 8, C12, F5	
7 4 Apr	**Professional Knowledge – APST 2** • Learning across the curriculum - cross curriculum priorities - general capabilities - other learning • Understanding NESA mandated guidelines to create - a scope and sequence - a units of work	• Analysis of a scope and sequence in French/Spanish/German • Analysis of units of work in French/Spanish/German • Classroom teaching and learning ideas # 5
	A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7	
8 11 Apr	***Professional Knowledge – APST 1*** • Know students and how students learn • Blooms taxonomy is a language classroom • Differentiation • Understanding Gen Z	**Micro-teaching Part 2**
	D15, E1	
BREAK		
11 2 May	***Professional Practice – APST 4*** • Creating and Maintaining Safe and Challenging Learning Environments in Languages	• Classroom management • Classroom teaching and learning ideas # 6
	B1,4,5	
12 9 May	***Professional Engagement – APST 7*** • Engage professionally with colleagues, parents/carers and the community to promote language learning	***ASSESSMENT TASK 2*** • Online course evaluation • Parent teacher interviews • Written communications • Classroom teaching and learning ideas # 7
	E4, 5, F8, 10	

7. RESOURCES

The Flipped Classroom, http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

Student teachers are encouraged to set up their own blog (It is free) at Edublog , http://edublogs.org/ to create and share resources and lessons they create.

Readings

Anstey, M. & Bull, G. (2006). T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.

Harrison, N. (2008). *Teaching and learning in Indigenous education.* Oxford, Sydney.

Henderson, R. (2013). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hinkel E. (2008). *Handbook of research in second language teaching and learning*, London - *Available at Level 6, Main Library (418/133 /(2))*

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Liddicoat, A. J., & Scarino, A. (2013). Intercultural Language Teaching and Learning. John Wiley & Sons.

Macalister, J. & Nation, P. (2011). *Case studies in language curriculum design: concepts and approaches in action around the world,* NY - *Available at Level 6, Main Library (428.24071/11)*

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.

Nassaji H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*, NY - *Available at Level 6, Main Library (418.0071/73)*

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Richard, J & Burns, A. (2013). *Tips for teaching listening: a practical approach*, NY - *Available at Level 6, Main Library (428.007/91 A)*

Taylor, L. (2011) *Examining speaking: research and practice in assessing second language speaking,* UK - *Available at Main Library (418.0076/28)*

Wong, J. & Waring, H.Z. (2010) *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers,* NY - *Available at Level 6, Main Library (428.24/134)*

Recommended Websites

www.det.nsw.edu.au https://www.languagesnsw.com

http://www.curriculumsupport.education.nsw.gov.au

www.boardofstudies.nsw.edu.au

Professional Associations

The NSW Association of French Teachers - NAFT

Spanish Teachers' Association of NSW - STANSW

Modern Language Teachers' Association of New South Wales - MLTA

PO Box 299 Leichhardt, NSW 2040

Network of Australian Teachers of German

http://www.ausdaf.edu.au/index.php?option=com_content&task=view&id=5&Itemid=6

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
1. Lesson plan and rationale	2 000 words	40%	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	B, C12, D5	29 March 5pm
2. Unit of work	c. 3 500 words	60%	1,2,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3	D19, E, F7	10 May 5pm
3. Microteaching	10 mins c 500words	S/U	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	B6, D	As allocated in tutorials

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1 (2,000-word eq, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class.

The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include

- EAL/D students
- Indigenous students, and
- students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions:
   What do I want the students to learn?
   Why is it important?
   What strategies will I use?
   What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment 2 (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline, for each lesson

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

HURDLE REQUIREMENTS

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory.** Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6705 FRENCH/EDST 6707 GERMAN/EDST6714 SPANISH METHOD 1

Student Name: Student No.:
Assessment Task 1: Lesson Plan

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • Demonstrates knowledge of the relevant NSW syllabus • Selects appropriate topic, vocabulary and grammar structure for the target audience • Links teaching strategies to targeted syllabus outcomes					
Depth of analysis and/or critique in response to the task • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates a variety of Quality Teaching elements • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective questioning techniques					
Familiarity with and relevance of professional and/or research literature used to support response • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings					
Structure and organisation of response • Clearly articulates aim that can be achieved by lesson plan • Produces a coherent, logical, detailed lesson plan					
Presentation of response according to appropriate academic and linguistic conventions • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: **/20** **(FL PS CR DN HD)** **Weighting:** **40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6705 FRENCH/ EDST 6707 GERMAN/EDST6714 SPANISH METHOD 1

Student Name: Student No.:

Assessment Task 2: **Unit description and resource kit**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Selects appropriate topic, content and outcomes for the target audience • Selects and uses accurate and appropriate target language • Plans for effective learning by designing appropriate lesson sequences • Produces resources that effectively develop all four macro-skills • Produces a variety of high quality, engaging resources					
Depth of analysis and/or critique in response to the task • Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds • Caters for a variety of learning styles • Supports student comprehension and production of a text type • Models the safe, responsible and ethical use of ICT in learning and teaching • Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements					
Familiarity with and relevance of professional and/or research literature used to support response • References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design					
Structure and organisation of response • Presents a detailed and organised response					
Presentation of response according to appropriate academic and linguistic conventions • Demonstrates a high degree of fluency in English • Attributes sources of information appropriately					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Microteaching Feedback Form for Pre-service Teacher

UNSW AUSTRALIA

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	**Comments**
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	
Comments:	

Lecturer: **Date:** **Satisfactory /Unsatisfactory (circle)**