



School of Education

EDST6700

Chinese Method 1

Term 1, 2019

Contents

| | |
|--|----|
| 1. LOCATION..... | 2 |
| 2. STAFF CONTACT DETAILS..... | 2 |
| 3. COURSE DETAILS..... | 2 |
| STUDENT LEARNING OUTCOMES..... | 3 |
| AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS..... | 3 |
| NATIONAL PRIORITY AREA ELABORATIONS..... | 4 |
| 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH..... | 5 |
| 5. TEACHING STRATEGIES..... | 5 |
| 6. COURSE CONTENT AND STRUCTURE..... | 6 |
| 7. RESOURCES..... | 8 |
| 8. ASSESSMENT..... | 10 |

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

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6700 Chinese Method 1 (6 units of credit)
Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Tong Baker
Email: tong.baker@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

| | |
|---------------|---|
| Course Name | Chinese 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

Chinese teaching. The key elements of pedagogy and Chinese 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 Chinese syllabuses.

Adjust assessments so that students doing Method for two languages do not complete the same task.

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

More classroom teaching ideas and strategies

| | | |
|-----|--|-------|
| 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 Chinese to secondary school students with an emphasis on the NSW Chinese 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 Chinese classroom. Emphasis will be given to the relationship between Chinese, literacy and numeracy and the role and value of Chinese 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.

6. COURSE CONTENT AND STRUCTURE

| Module | Lecture Topic | Tutorial Topic |
|--------|---|----------------|
| 1 | Professional Knowledge - APST 1 Course outline and Assessments NESA and ACARA NSW Curriculum Requirements K- 10 curriculum fu | |

| Module | Lecture Topic | Tutorial Topic |
|--------------------------------|--|--|
| | D13, 14 | |
| 6 | 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 Chinese ICT in the classroom Classroom teaching and learning ideas # 4 |
| | C2 - 3, C 5 - 8, C12, F5 | |
| 7 | 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 unit of work | Analysis of a scope and sequence in Chinese Analysis of units of work in Chinese Classroom teaching and learning ideas # 5 |
| | A1, 6, 7, D5, 8 - 12, 16, 18 19, E7 | |
| 8 | 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 | |
| MID-TERM TEACHING BREAK | | |
| 9 | Professional Practice APST 4 Creating and Maintaining Safe and Challenging Learning Environments in Languages | Classroom management - Chinese Classroom teaching and learning ideas # 6 |
| | B1,4,5 | |
| 10 | Professional Engagement APST 7 Engage professionally with colleagues, parents/carers and the community to promote language learning | ASSESSMENT TASK 2 DUE Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas # 7 |
| | E4, 5, F8, 10 | |

7. RESOURCES

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

www.det.nsw.edu.au

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

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

<http://www.asiaeducation.edu.au/curriculum/languages>

<https://www.languagesnsw.com/>

Professional Associations

Chinese Language Teachers Association of New South Wales Inc.

PO Box 136 Ashfield. NSW 1800, Australia

Wales - MLTA

PO Box 299 Leichhardt, NSW 2040

8. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | Program Learning Outcomes Assessed | National Elaborations Assessed | Due Date |
|--|----------------------------------|--------|------------------------------------|---|--------------------------------|-----------------|
| 1. Demonstration, detailed lesson plan and rationale | 15 mins + c. 2000 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 | 27 March 5pm |
| 2. Unit description & Resource kit | c. 3 500 words 10 minutes | 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

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.

UNSW School of Education
Feedback sheet
EDST6700 CHINESE method 1

Student Name:

Student No.:

Assessment Task 1:

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.

UNSW

STUDENT TEACHER

Name:

zID:

Date:

[Redacted]