School of Education

EDST6711
Japanese Method 1

Term 1, 2019

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6711 Japanese Method 1 (6 units of credit)
Trimester 1

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Japanese 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	

Summary of Course
This course is designed to increase a student's pedagogical content knowledge for Japanese teaching. The key elements of pedagogy and Japanese 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 Japanese syllabuses.

Based on last year's student feedback, the following course changes have been made:
If students study two language methods and the languages share a common script, an e-portfolio of teaching resources for Stages 4 and 5 needs to be compiled and submitted as one document at the end of the teaching period.

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	
A. Aboriginal and Torres Strait Islander Education	4, 7
B. Classroom Management	1
C. Information and Communication Technologies	1, 3, 4, 5Tf51.5 675.82 14.88 25.2 reW*nBT/F2

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	*NSW Curriculum Requirements* The NESA Language courses and syllabuses Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses in Asian languages Australian Professional Standards for Teaching Education Authorities –AIS/DET/CEC/ACARA	Courses, syllabuses & supporting documents Stages 4,5 and 6 in Japanese Understanding eligibility rules for Stage 6 courses Course outline and assessments Importance of ethical and respectful behaviour Accreditation/provisional accreditation
2	*Subject Content* Understanding the new K – 10 syllabus content Stage 6 Syllabus + Extension courses Teaching Language components such as pronunciation, vocabulary, structures and script Developing macro-skills	Suggested topics/themes for stage 5 Prescribed themes for Stage 6 Prescribed Vocabulary/language pattern list for Stage 6 Teaching pronunciation, vocabulary & expressions and grammar Strategies to developing speaking, listening, reading and writing skills
3	*Intercultural language teaching and learning* Teaching strategies for Japanese Intercultural communication in context The skills of an intercultural communicator How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students	Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes Incorporating intercultural communication in a Japanese language teaching program Exploration of texts that promote intercultural communication The importance of questioning
4	*Lesson planning* Setting challenging learning goals in lesson planning Lesson plan structure What to consider in creating effective lessons Teacher Reflection Assessment FOR/AS/OF learning	**Demonstration of Teaching** Strategies for making learning goals explicit for students What is differentiation? How is it implemented in the classroom to meet student needs? Analysis of a lesson plan in Japanese Creation of a lesson plan – importance of high expectations for learning
5	*Quality teaching* Teaching strategies to respond to individual needs and backgrounds Importance of matching teaching strategies to individual needs The Quality teaching and School Excellence framework What Quality teaching looks like in a Languages classroom	Principles of Quality Teaching in Japanese Coding a lesson extract

Module	Lecture Topic	Tutorial Topic
Mid-semester break		

Resources

6

Module	Lecture Topic	Tutorial Topic
	Creating and Maintaining Safe and Challenging Learning Environments in Languages	
10		

8. ASSESSMENT

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 <u>five</u> 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
You must write a rationale f

S1 Assessment 3 Microteaching (including student reflection)

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**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6711 JAPANESE METHOD 1

Student Name: Student No.:
Assessment Task 2:

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