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1. LOCATION

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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). *Teaching 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))

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%)

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

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

Student Name:
 Assessment Task 1: Lesson Plan

Student No.:

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Demonstrates knowledge of the relevant NSW syllabus</p> <p>Selects appropriate topic, vocabulary and grammar structure for the target audience</p> <p>Links teaching strategies to targeted syllabus outcomes</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar</p> <p>Incorporates a variety of Quality Teaching elements</p>					

Student Name:

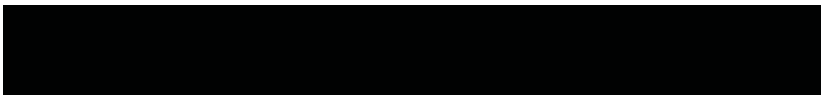
Student No.:

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

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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



STUDENT TEACHER

Name:	zID:	Date:
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Details

Method		Topic/level	
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Standards