



# School of Education

EDST 6735  
French Method 2

Term 2, 2019

## Contents

1.



## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA French Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in French
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in French to all key stakeholders
6	Identify the characteristics of an effective French teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

## AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds





## 7. RESOURCES

### **Suggested 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. (2014) *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*. Routledge, 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
- Macalister, J. & Nation, S.P (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*. Routledge, New York. - 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.
- Nassji, H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*. Routledge, New York - Available at Level 6, Main Library (418.0071/73)
- Richards, J.C. & Burns, A. (2014). *Tips for teaching listening: A practical approach*. Pearson Education, White Plains, New York - Available at Level 6, Main Library (428.007/91 A)
- Taylor, L.B (2011). *Examining speaking: research and practice in assessing second language speaking*. Cambridge University Press, Cambridge UK - Available at Library (418.0076/28)
- Wong, J. & Waring, H.Z. (2010). *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*. Routledge, New York - Available at Level 6, Main Library (428.24/134)

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
<b>Assessment 1</b> Scope and sequence and one assessment task for one term: Preliminary	2,000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Friday 9 <sup>th</sup> August By 5.00pm
<b>Assessment 2</b> Unit of work Year 12	3,000 words equivalent	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5. 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Thursday 5 <sup>th</sup> September By 5.00pm
<b>Hurdle requirement</b> Assessment, Feedback and Reporting	In class	Hurdle requirement	5, 6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16	





**HURDLE REQUIREMENT  
FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning 78 78

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail





## Assessment, Feedback and Reporting

### STUDENT TEACHER

Name:

zID:

Date:

#### Details

Method

Topic/level

#### AITSL Standard 5 Assess, provide feedback and report on student learning

#### Comments

##### A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)

Has the purpose of the assessment task been described appropriately?  
Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?  
Does the marking rubric/style provide diagnostic information for the student?

##### B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)

Does the feedback allow the assessment to be used for formative purposes?  
Is feedback expressed in appropriate language for the age/stage of the students?  
Does the feedback  
-  
-identify areas where the student needs to do more work?  
-indicate strategies to help the student improve?

##### C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)

Is the difference between ranking and moderation understood?  
Does the student recognise the importance of following marking guides/rubrics?  
Can the student listen professionally to the opinions of others?  
Does the student express his/her point of view respectfully, an39 Tm0 Qq72.624 36

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)