



School of Education

EDST6741
Japanese Method 2

Term 2, 2019

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6741 Japanese Method 2 (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Japanese Method 2
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_T2.html

SUMMARY OF THE COURSE

This course continues to prepare student teachers for the teaching of Japanese in secondary schools in NSW. Lectures, tutorials and assessments cover a variety of essential aspects of the teaching profession. Emphasis is given to developing skills in; reporting for effective learning, creating and maintaining safe and challenging learning environments, improving professional knowledge and practice and being an active member of their profession and the wider community.

THE MAIN WAYS IN WHICH THE COURSE HAD CHANGED AS A RESULT OF STUDENT FEEDBACK:

The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

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

6. COURSE CONTENT AND STRUCTURE

Module

Module	Lecture Topic	Tutorial Topic
		Assessment 2 Due Thursday 5th September.

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).

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 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 th August By 5.00pm
Assessment 2 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 th September By 5.00pm
Hurdle requirement Assessment, Feedback and Reporting	In class: Module 7	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 E.6	Friday 23 rd August By 5.00pm

Assessment Details

Assessment 1 (2 0

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 to D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6741 JAPANESE METHOD 2

Student Name:

Student No.:

Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Understands the task and its relationship to relevant areas of theory, research and practice Uses syllabus documents and terminology clearly and accurately Sequences tasks and activities to suit logical learning progression Integrates assessment task logically with learning intentions and learning sequence Provides effective formative feedback for student sample</p>					
<p>Depth of analysis in response to the task</p> <p>Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Demonstrates understanding of the need to differentiate lessons to cater for diverse learners including Aboriginal and Torres Strait Islander and EAL/D students Understands effective assessment practices</p>					
<p>Structure and organisation or response</p> <p>Organises and structures scope and sequence according to NESA guidelines and requirements Follows NESA assessment guidelines</p>					

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 FEEDBACK SHEET
 EDST6741 JAPANESE METHOD 2

Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Demonstrates knowledge of selected Stage 6 course and syllabus outcomes</p> <p>Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12</p> <p>Integrates formative assessment strategies throughout the unit of work</p>					

Depth of evidence in response to the task

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Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Details

Method

Topic/level

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)