STUDENT LEARNING OUTCOMES

Outcome

1   Identify essential elements of the NESA Korean Syllabus, and strategies to support students

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course content covers a range of essential aspects of pedagogy specific to the teaching of Languages other than English in secondary schools. The teaching and learning philosophy underpinning this course is one of active engagement. The course is highly interactive, requiring students to participate by contributing their experience, knowledge and skills, carrying out research, involving themselves in dialogue with the lecturer and other students both in and out of class, undertaking self-reflection and taking responsibility for their own learning. The learning tasks provided will be challenging, highly practical and relevant to the teaching profession.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice.

Online learning from readings on Moodle.

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Content

7. RESOURCES

Suggested Readings

Anstey, M. & Bull, G. (2006). T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.

Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.

Harrison, N (2008).

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 + Assessment task Year 11 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 7th August by 5pm

Assessment 2
Unit of work

HURDLE REQUIREMENT
FEEDBACK AND REPORTING

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:
The student work samples must be authentic. <u>They should have been collected during Professional Experience</u>

Student Name: Student No.:

Assessment Task 1: Preliminary Scope and Sequence + One Assessment Task

SPECIFIC CRITERIA	(-)				→ (+)
Understanding of the question or issue and the key concepts involved					
Understands the task and its relationship to Stage 6 preliminary assessment practice					
Uses syllabus documents and terminology clearly and accurately					
Sequences learning topics to suit logical learning progression					
Integrates assessment task logically with learning intentions and learning sequence					
Provides effective formative feedback for student sample					

Depth of analysis in

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)

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

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

D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)

Lecturer: Date: Satisfactory / Unsatisfactory (circle)