

1. LOCATION

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 Topic
1 21 Feb	Professional Knowledge - APST 1 Course outline and Assessments NESA and ACARA NSW Curriculum Requirements K- 10 curriculum framework Why learn a language; the rationale the aim and objectives of K- 10 language syllabus	Promoting language learning - French/Spanish/German Courses, syllabuses & supporting documents Stages 4 and 5 in French/Spanish/German
A6, D1, E1		
2 28 Feb	Professional Knowledge APST 2 Language syllabus K- 10 Understanding - the learners of language - diversity of learners - syllabus coding - strands The Stage Statement	Suggested topics/themes for Stage 4 & 5 Classroom teaching and learning ideas #1
D1 - 4, D7, F3 -4		
3 7 Mar	Professional Practice APST 3 Lesson planning: The backward design What to consider in creating effective lessons Teacher Reflection	Analysis of a lesson plan in French/Spanish/German Classroom teaching and learning ideas #2
D1, 4, 5		
4 14 Mar	Professional Practice APST 4 Classroom practice 20 observable characteristics of a language effective teacher Effective feedback in classrooms (informal and formal feedback)	ASSESSMENT TASK 1: DEMONSTRATION
B1, 5		
5 21 Mar	Professional Practice APST 5 Assessment for/as/of learning Assessment moderation Feedback and reporting	ASSESSMENT TASK 1: LESSON PLAN DUE Assessment moderation practice Examining sample reports Providing meaningful feedback on student work Classroom teaching and learning ideas # 3

D13, 14

Module	Lecture Topic	Tutorial Topic
6 28 Mar	Professional Practice APST 3 Resources - ICT - Realia - Commercial textbooks - Media - Student work	Evaluation of a Course Book Resources to Support the Learning of French/Spanish/German ICT in the classroom Classroom teaching and learning ideas # 4
C2 - 3, C 5 - 8, C12, F5		
7 4 Apr	Professional Knowledge APST 2 Learning across the curriculum - cross curriculum priorities - general capabilities - other learning Understanding NESA mandated guidelines to create - a scope and sequence - a units of work	Analysis of a scope and sequence in French/Spanish/German Analysis of units of work in French/Spanish/German Classroom teaching and learning ideas # 5
A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7		
Professional Knowledge APST 1		

8

11 Apr

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

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 FEEDBACK SHEET
 EDST6705 FRENCH/EDST 6707 GERMAN/EDST6714 SPANISH METHOD 1

Student Name:
 Assessment Task 1: Lesson Plan

Student No.:

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Demonstrates knowledge of the relevant NSW syllabus Selects appropriate topic, vocabulary and grammar structure for the target audience Links teaching strategies to targeted syllabus outcomes 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Demonstrates an understanding of Languages pedagogy in presenting 					

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Student Name:

Student No.:

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

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-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 Caters for a variety of learning styles Supports student comprehension and production of a text type Models the safe, responsible and ethical use of ICT in learning and teaching Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements					
Familiarity with and relevance of professional and/or research literature used to support response References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design					
Structure and organisation of response Presents a detailed and organised response					
Presentation of response according to appropriate academic and linguistic conventions Demonstrates a high degree of fluency in English Attributes sources of information appropriately					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. _____

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:

zID:

Date: