School of Education

EDST6730
Chinese Method 2

Term 2, 2019

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6730 Chinese Method 2(6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Cathleen Jin
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STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Chinese 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 Chinese
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Chinese to all key stakeholders
6	Identify the characteristics of an effective Chinese 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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	***On-line assessment module*** Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.	Critically describe the role of assessment in ensuring effective learning and teaching; evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. Content of this module will be assessed during the Hurdle Requirement in Module 7
2 22 July - 26 July	*Thursday 25 July* *Stage 6 Beginners/ Continuers course* *Understanding the syllabus* - themes - outcomes - scope and sequence - programming	-

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.

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

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 9th 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,		

Assessment Details

Assessment 1 (2000 word eq, 40%)

PART 1: Create **a scope and sequence** with assessment schedule built in for a Year 11 Continuers/Beginners preliminary course.

Refer to advice on scope and sequence
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding- the-curriculum/programming/advice-on-scope-and-sequences

Sample assessment schedules can be found on each language syllabus page
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages

PART 2: Design **an assessment task kit**

    a)   Assessment notification
    b)   Assessment task
    c)   Marking rubric + holistic comment section
    d)   TWO student answers (B and C grade) with teacher feedback comment outlining its strengths and indicatip0 0 1 389.11 638.38o scopn+0((4 842.04 reW*nBT/FW*nBT/F6 9.96 Tf1 0 0 1 123.02 625.06 Tm0 0 1 RG[(-)]TJ

HURDLE
REQUIREMENT
FEEDBACK AND
REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where

NOTES:

The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student

<div align="right">

ability to address Standard

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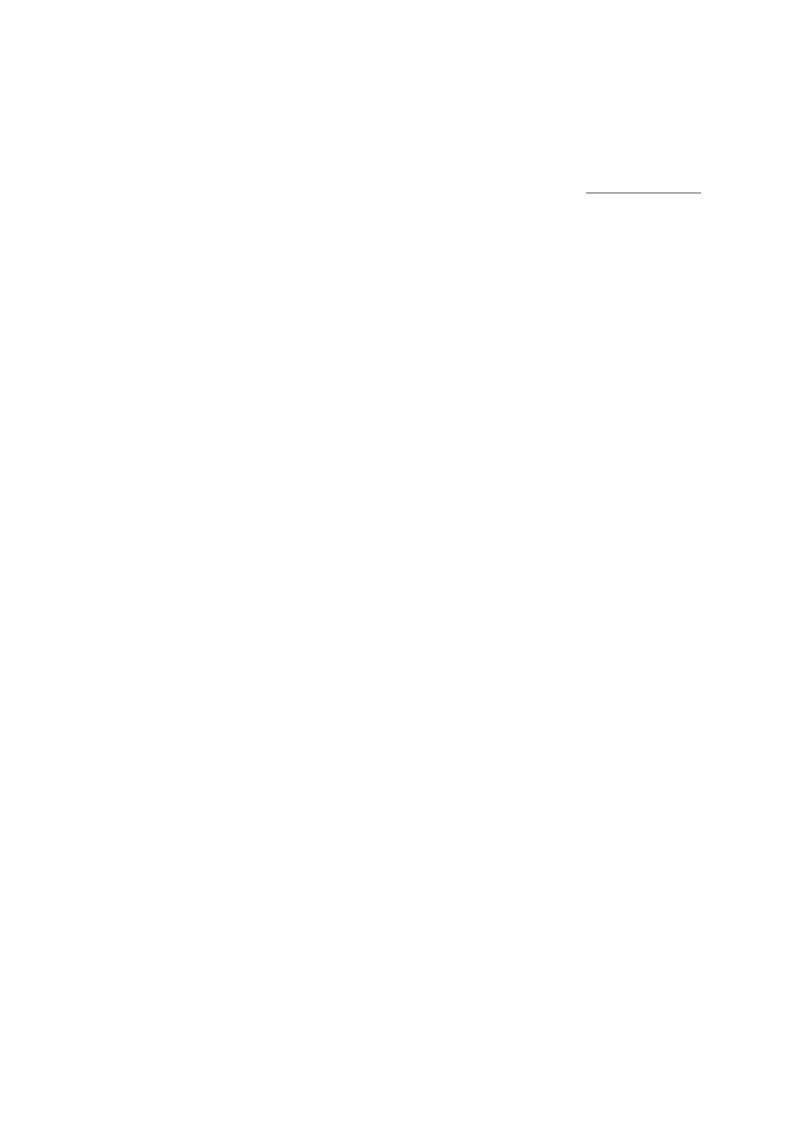**5 to be discussed in class and submitted by the due date.**

If a student is assessed

Student Name: Student No.:

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

SPECIFIC CRITERIA	(-) ──────────────➤

Understanding of the question or issue and the key concepts involved

      Understands the task and its relationship to relevant areas of theory,
      research and practice

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
-   strength?
-identify areas where the student needs to do more work?
-indicate strategies to help the student improve?