School of Education

Contents

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education	

| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 2,3 |

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 6, 7	1
B. Classroom Management	1, 5	1,3
C. Information and Communication Technologies	2, 3, 5, 6, 7, 8, 12, 13	1,2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 4, 5, 7	2
F. Teaching Students from Non-English-Speaking Backgrounds	2, 3, 4, 5, 7, 8, 10	1,2

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	**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	Strategies for promoting language learning in your school community Courses, syllabuses & supporting documents Stages 4 and 5
	A6, D1, E1	
2	**Professional Knowledge – APST 2** Language syllabus K- 10 Understanding - the learners of language - diversity of learners - syllabus coding - strands The Stage Statement	Mapping of suggested topics/themes for Stage 4 & 5 Analysis of a scope and sequence/ unit of work/ lesson plan Classroom teaching and learning ideas #1

Module	Lecture Topic	Tutorial Topic
6	**_Professional Practice – APST 3_** Resources - ICT - Realia - Commercial textbooks - Media - Student work	**(Assessment 3 - Microteaching Part 1)** Evaluation of a Course Book Resources to Support the Learning Effective integration of ICT in language learning
	C2 - 3, C 5 - 8, C12, F5	
7	**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	**(Assessment 3 - Microteaching Part 2)** Writing a unit of work
	A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7	
8	**_Professional Knowledge – APST 1_** Know students and how students learn Blooms taxonomy is a language classroom Differentiation Understanding Gen Z	**(Assessment 3 - Microteaching Part 3)** Differentiation in Japanese
	D15, E1	
9	**_Professional Practice – APST 4_** Creating and Maintaining Safe and Challenging Learning Environments in Languages	Classroom management Classroom teaching and learning ideas # 5
	B1,4,5	
10	**_Professional Engagement – APST 7_** Engage professionally with colleagues, parents/carers and the community to promote language learning	**_ASSESSMENT TASK 2: UoW DUE_** Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas # 6
	E4, 5, F8, 10	

7. RESOURCES

The Flipped Classroom,

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
1. Lesson plan	c. 2 000 words	40%	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	B, C12, D5	27 March Friday 5pm
2. Unit of work	c. 3 500 words	60%	1,2,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3	D19, E, F7	08 May Friday 5pm

3. Microteaching   10 mins

Assessment Details

Assessment 1 (2,000-word eq, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class.

The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include

- EAL/D students
- Indigenous students, and
- students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions:
   What do I want the students to learn?
   Why is it important?
   What strategies will I use?
   What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

   choose an appropriate topic for the year group
   support your rationale using references indicating your professional reading
   choose appropriate outcomes and lesson content
   demonstrate knowledge of effective teaching and learning strategies
   use appropriate format and provide sufficient detail for an effective lesson plan
   include an aspect of literacy/numeracy which integrates with the lesson focus
   provide in full <u>one</u> activity (which may be ICT-based)
   x

Student Name: Student No.:

Assessment Task 1: **Lesson Plan Stage 4**

SPECIFIC CRITERIA	(-) ➤ (+)

Understanding of the question or issue and the key concepts involved

   Demonstrates knowledge of the relevant NSW syllabus

Student Name: Student No.:

Assessment Task 2: **Unit of Work - Stage 5**

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 communication skills

    Implements a range of high quality, engaging resources

Microteaching Feedback Form for Pre-service