School of Education

EDST6737
Germ237

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

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

1. **LOCATION**

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA German 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

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Content
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	Thursday 23 July
	Stage 6 – Beginners/ Continuers course
	  Understanding the syllabus
	    themes
	    outcomes
	    scope and sequence
	    programming
		Examining the German syllabus
		Developing a unit of work on one of the syllabus themes
		Developing a resource kit

3	Thursday 30 July
	Stage 6 – Extension, Context, Literature courses
	  Understanding the syllabus
	    themes
	    outcomes
	    scope and sequence
	    programming
		Examining the German syllabus
		Developing a unit of work on one of the syllabus themes
		Developing a resource kit

4	*Thursday 6 August*
	Stage 6 – Assessment, Internal
	  internal assessment requirements
	  types of assessments
	  preparing students
		Designing internal assessments
		Providing meaningful feedback
		
		Assessment 1 due Friday 7th August

5	Thursday 13 August
	Stage 6 Assessment, External
	    HSC
	    e	

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). *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). *Case studies in language curriculum design: concepts and approaches in action around the world.* Routledge, New York. - Available at Level 6, Main Library (428.24071/11)

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.

Nassji, H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*. Routledge, New York - Available at Level 6, Main Library (418.0071/73)

Richards, J.C. & Burns, A. (2014). T*ips for teaching listening: A practical approach*. Pearson Education, White Plains, New York - Available at Level 6, Main Library (428.007/91 A)

Taylor, L.B (2011). *Examining speaking: research and practice in assessing second language speaking.* Cambridge University Press, Cambridge UK - Available at Library (418.0076/28)

Wong, J. & Waring, H.Z. (2010). *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers*. Routledge, New York - Available at Level 6, Main Library (428.24/134)

8.

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a Year 11 preliminary course scope and sequence (Beginners OR Continuers) with an assessment schedule built in

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 in 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 to students
    b. Assessment task (Part A One receptive skill + Part B One productive skill)
    c. Marking rubric + holistic comment section

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 they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical

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 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of
discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key remediolvm

			Comments

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)