



School of Education

EDST5325

TESOL Advanced Professional Practice

Term 3 2020

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5325 TESOL

Stream B

For candidates on international study visas who will never be eligible to teach in Australia but who wish to undertake structured observation of EAL/ESL teaching and participate in TESOL programs: 25 days relevant activity, including a 10 day placement in a relevant TESOL institution and a 15 day placement in an Intensive language school/ high school (1/3 classroom assistance; 1/3 structured observation; 1/3 participation in other program activities). The placement must be formalised through the Faculty Work Integrated Learning (WIL) unit.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Due to Covid-19 this course will be online only, with four sessions of the equivalent of 1.5 hours each, comprising online activities and synchronous online real-time seminars 4-5.30 pm Mondays, Week 1, 3, 4, 6.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Plan, implement and critically evaluate challenging and original lessons and units of work using a range of different strategies to meet varied TESOL student needs and interests.	1,2
2	Design and critically evaluate appropriate programs, including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment.	1, 2
3	Reflect on, describe and critically evaluate one's own professional practice and take responsibility in collaboration with others to identify and address their own learning needs.	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2
3	Demonstrate advanced critical thinking and problem-solving skills	1, 2
4	Communicate effectively to a range of audiences	1, 2

7. RESOURCES

Bailey, K. M. (2012). Reflective pedagogy. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (Vol. 2, pp. 23-29). Cambridge: Cambridge University Press

Borich, G. (2015). *Observation skills for effective teaching: Research-based practice*

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Professional practice 5 observations of at least two qualified TESOL teachers using a given lens for self					

Assessment Details

Assessment 1: Observing professional practice and using lenses for observation

You are required to observe five lessons of at least 2 qualified and experienced TESOL teachers in a TESOL setting. The aim of this exercise is for you to observe what happens in the classroom with the goal of self-improvement, i.e. What does this teacher do that makes them an advanced practitioner? What can you learn or adapt from his/her approaches to teaching and learning in the TESOL classroom?

You will be required to record the practices and processes in a form that can be retrieved and studied to assist in your own self-improvement. You can use any of the observational methods discussed on the course and in the course readings. Be sure to include data from at least two of these methods in your report. After collecting your data, describe how your observations and reflections can help to shape your own practice.

Consider:

1. What is influencing the quality and nature of events in the classrooms that you are observing?
2. What new instructional strategies, practices, approaches, educational ideas, solutions can help you to become an even more effective language teacher?
3. What are your personal strengths and challenges as an EAL/ESL/EFL teacher?
4. What areas of teacher effectiveness do you plan to work on?
5. Other ideas?

Assessment 2: A reflective journal

You are required to write a reflective journal linked with evidence of practice. It consists of two parts.

Part A

A narrative reflective journal outlining your developing practice as an EAL/ESL/EFL teacher. Include links to the literature.

Part B

Include an original unit of work consisting of 4/5 lesson plans, student task sheets, teaching resources and samples of student work as evidence to support your development as an EAL/ESL/EFL teacher, referred to in your journal. The evidence should “showcase” how you are working towards achieving the assessment standards of this course.

Appendix

Include a professional practice log summarizing teaching, observation and other duties completed over the semester, showing that you are working towards the 25 days. Please attach as an appendix.

