



School of Education

EDST 6700
Chinese Method 1

Term 1 2021

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au>

STUDENT LEARNING OUTCOMES

Outcome

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Chinese to secondary school students with an emphasis on the NSW Chinese curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Chinese classroom. Emphasis will be given to the relationship between Chinese, literacy and numeracy and the role and value of Chinese in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

Explicit teaching, including lectures, approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

Online learning from readings on Moodle.

Online discussions via Moodle.

Peer teaching in a simulated classroom setting.

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 | <p>Professional Knowledge - APST 1</p> <p>Course outline and Assessments NESA and ACARA NSW Curriculum Requirements Why learn a language; the rationale</p> | <p>The aim and objectives of K- 10 Chinese syllabus</p> <p>Strategies for promoting Chinese learning in your school community</p> <p>Chinese courses, syllabuses & supporting documents Stages 4 and 5</p> |
| A6, D1, E1 | | |
| 2 | <p>Professional Knowledge – APST 2</p> <p>Language syllabus K- 10</p> <ul style="list-style-type: none"> - the learners of language - diversity of learners - syllabus coding - strands - | |

| Module | Lecture Topic | Tutorial Topic |
|--------|---|--|
| 6 | <i>Professional Practice – APST 3</i> Resources - ICT - Realia - Commercial textbooks - Media - Student work | (Assessment 3 - Microteaching Part 1) |

7. RESOURCES

The Flipped Classroom

<http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP00173/index.html>

Student teachers are encouraged to set up their own blog (It is free) at Edublog ,

<http://edublogs.org/>

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,

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 (600-800 words) in which you

provide a brief outline of the school and class context
state precisely what you want the students to learn and why it is important
justify your choice of topic/text to suit the needs and abilities of this class
justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
demonstrate how differentiation will support a diverse range of learners
state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline, for each lesson

one full activity for formative assessment (not an essay)
one ICT-based activity (not watching a video or PowerPoint presentation)
one group-work task with a focus on literacy/numeracy (not a mind-map)
one incursion/excursion/performance/product activity
outlines only for the other teaching materials required.

HURDLE REQUIREMENTS

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation, and reflection of a 10-minute lesson (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to

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 FEEDBACK SHEET
 EDST6700 CHINESE METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson plan, Stage 4**

| 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 | | | | | |
| Depth of analysis and/or critique in response to the task | | | | | |

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Student Name:

Student No.:

Assessment Task 2: **Unit of work, Stage 5**

| SPECIFIC CRITERIA | (-) (+) | | | | |
|--|----------|--|--|--|--|
| <p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> 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 | | | | | |
| <p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> 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 needs Supports student comprehension and production of text types 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 | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> References a wide variety of materials, research and ideas from lectures, tutorials, | | | | | |

Microteaching Feedback Form for Pre-service Teacher

