



School of Education

EDST 6705  
French Method 1

Term 1 2021

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## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST 6700 French Method 1 (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin  
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Availability: By appointment only

Tutor: Rosa Rodriguez  
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Availability: By appointment only

## 3. COURSE DETAILS

## STUDENT LEARNING OUTCOMES





## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<b><i>Professional Knowledge - APST 1</i></b> Course outline and Assessments NESA and ACARA NSW Curriculum Requirements Why learn a language; the rationale	The aim and objectives of K- 10 French syllabus Strategies for promoting French learning in your school community French courses, syllabuses & supporting documents Stages 4 and 5

<b>Module</b>	<b>Lecture Topic</b>	<b>Tutorial Topic</b>
6	<b>Professional Practice – APST 3</b>  Resources - ICT - Realia - Commercial textbooks - Media - Student work	<b>(Assessment 3 - Microteaching Part 1)</b>  Evaluation of a French Stage 4/5 Course Book Resources to Support the Learning Effective integration of ICT in French
	C2 - 3, C 5 - 8, C12, F5	
7	<b>Professional Knowledge – APST 2</b>  Learning across the curriculum - cross curriculum priorities - general capabilities - other learning Understanding NESA mandated guidelines to create - a scope and sequence - a unit of work	<b>(Assessment 3 - Microteaching Part 2)</b>  Writing a unit of work
	A1, 6, 7, D5, 8 - 12, 16, 18 19, E7	
<b>Week 8 Method Break</b>		
9 <b>online</b>	<b>Professional Knowledge – APST 1</b>  Know students and how students learn Blooms taxonomy in a language classroom Differentiation Understanding Gen Z	<b>(Assessment 3 - Microteaching Part 3)</b>  Differentiation in French
	D15, E1	
10	<b>Professional Practice – APST 4</b>  Creating and Maintaining Safe and Challenging Learning Environments in Languages	Classroom management Classroom teaching and learning ideas in French # 5
	B1,4,5	
11	<b>Professional Engagement – APST 7</b>  Engage professionally with colleagues, parents/carers and the community to promote language learning	<b>ASSESSMENT TASK 2: UOW DUE</b>  Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas in French # 6
	E4, 5, F8, 10	



## 7. RESOURCES

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

### Readings

Anstey, M. & Bull, G. (2006). *Teaching 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.

8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>National Elaborations Assessed</b>	<b>Due Date</b>
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## **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 one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

**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.



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6700 FRENCH METHOD 1

Student Name:

Student No.:

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

**SPECIFIC CRITERIA**

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## Microteaching Feedback