



School of Education

EDST 6707
German Method 1

Term 1 2021

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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6707 German Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: By appointment only

Tutor: Adele Walker
Email: adele.walker@unsw.edu.au
Availability: By appointment only

3. COURSE DETAILS

Course Name	German Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html#EDST6700T1

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education Standard Authority Modern Language Syllabuses and the depth of subject knowledge required to implement the syllabus	1, 2, 3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2, 3
6	Practise the ethical and professional values expected of teachers	1, 2, 3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2, 3
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Co46 34.52 re37eng b3(h)k ounrounr2530.47/F1 10.02 Tf1 0 0 1 0 1 225	

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 Why learn a language; the rationale	The aim and objectives of K- 10 German syllabus Strategies for promoting German learning in your school community German courses, syllabuses & supporting documents Stages 4 and 5
	A6, D1, E1	
2	Professional Knowledge – APST 2 Language syllabus K- 10 - the learners of language - diversity of learners - syllabus coding - strands - addressing ATSI APST 2.4 & 1.4 The Stage Statement	Mapping of suggested topics/themes for Stage 4 & 5 German Analysis of a scope and sequence/ unit of work/ lesson plan Classroom teaching and learning ideas for German #1
	D1 - 4, D7, F3 -4	
3	Professional Practice – APST 3 Lesson planning - creating effective lessons Lesson objectives & success criteria Understanding your class student profile Teacher Reflection	Design a single lesson Classroom teaching and learning ideas for German #2
	D1, 4, 5	
4	Professional Practice – APST 4 Classroom practice 20 observable characteristics of a language effective teacher Effective feedback in classrooms (informal and formal feedback)	Design a double lesson Classroom teaching and learning ideas for German #3
	B1, 5	
5	Professional Practice – APST 5 Assessment for/as/of learning Assessment moderation Feedback and reporting	ASSESSMENT TASK 1: LESSON PLAN DUE W6 Assessment moderation practice Examining sample reports Providing meaningful feedback on student work Classroom teaching and learning ideas for German # 4
	D13, 14	

Module	Lecture Topic	Tutorial Topic
6	<i>Professional Practice – APST 3</i> Resources - ICT - Realia	

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, 3-6	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	Wednesday March 24 th , 2021 by 5pm
2. Unit of work	c. 3,500 words	60%	1-6	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	Wednesday April 28 th , 2021 by 5pm
3. Microteaching	10 mins c 500 words	S/U	1, 3-6	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	B6	

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.

HURDLE REQUIREMENTS

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (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 undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6707 GERMAN METHOD 1

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 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 Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar Incorporates Intercultural Language Teaching and Learning Produces engaging resources that support student learning Creates a student-focussed lesson Uses effective formative assessment strategies					
Familiarity with and relevance of professional and/or research literature used to support response Justifies choice of teaching and learning strategies References material, research and ideas presented in lectures, tutorials, and readings					
Structure and organisation of response Clearly articulates aim that can be achieved by lesson plan Applies a set of consistent success criteria Produces a coherent, logical, detailed lesson plan Uses the plenary session effectively to review the lesson					
Presentation of response according to appropriate academic and linguistic conventions Communicates with clarity and confidence in both English and the target language in giving instructions and explanations					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:
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Details

Method	Topic/level
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