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.

6.

Module	Lecture Topic	Tutorial Topic
6	*Professional Practice – APST 3* Resources - ICT - Realia - Commercial textbooks - Media - Student work	**(Assessment 3 - Microteaching Part 1)** Evaluation of an Indonesian Stage 4/5 Course Book Resources to Support the Learning Effective integration of ICT in Indonesian
	C2 - 3, C 5 - 8, C12, F5	
7	**Professional Knowledge APST 2** Learning across the curriculum - cross curriculum priorities - general capabilities - other learning Understanding NESA mandated guidelines to create - a scope and sequence - units of work	**(Assessment 3 - Microteaching Part 2)** Writing a unit of work
	A1, 6, 7, D5, 8 - 12, 16, 18 19, E7	
	Week 8 Method Break	
9 **(online)**	*Professional Knowledge – APST 1* Know students and how students learn Blooms taxonomy is a language classroom Differentiation Understanding Gen Z	Differentiation in Indonesian
	D15, E1	
10	*Professional Practice – APST 4* Creating and Maintaining Safe and Challenging Learning Environments in Languages	Classroom management Classroom teaching and learning ideas in Indonesian # 5
	B1,4,5	
11	*Professional Engagement – APST 7*	

7.   RESOURCES

The Flipped Classroom http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
Readings

Anstey, M. & Bull, G. (2006). T

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed

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 appr

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 <u>five</u> 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

> <u>one</u> full activity for formative assessment (not an essay)
> <u>one</u> ICT-based activity (not watching a video or PowerPoint presentation)
> <u>one</u> group-work task with a focus on literacy/numeracy (not a mind-map)
> <u>one</u> 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.

Student Name: Student No.:

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

SPECIFIC CRITERIA	(-) ——————→ (+)				

Understanding of the question or issue and the key concepts involved
    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					

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

Familiarity with and relevance of professional and/or research literature used to support response References a wide variety of materials, research and ideas from lectures, tutorials, and readings to support decisions in unit planning and resource design					

Structure and organisation of response
    Presents a detailed and organised response

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name: zID: Date: