



School of Education

EDST 6711
Japanese Method 1

Term 1 2021

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	

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 6, 7	1
B. Classroom Management	1, 5	1, 3
C. Information and Communication Technologies	2, 3, 5, 6, 7, 8, 12, 13	1, 2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 4, 5, 7	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Japanese to secondary school students with an emphasis on the NSW Japanese curriculum. During the course students will develop their

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p><i>Professional Knowledge - APST 1</i></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 Japanese syllabus</p> <p>Strategies for promoting Japanese learning in your school community</p> <p>Japanese courses, syllabuses & supporting documents Stages 4 and 5</p>

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 a Japanese Stage 4/5 Course Book Resources to Support the Learning Effective integration of ICT in Japanese
	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 - a unit 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 (F2F)	Professional Knowledge – APST 1 Know students and how students learn Blooms taxonomy in a language classroom Differentiation Understanding Gen Z	(Assessment 3 - Microteaching Part 3) Differentiation in Japanese
	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 Japanese # 5
	B1,4,5	
11	Professional Engagement – APST 7 Engage professionally with colleagues, parents/carers and the community to promote language learning	ASSESSMENT TASK 2: UOW DUE Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas in Japanese # 6
	E4, 5, F8, 10	

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

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6711 JAPANESE METHOD 1

Microteaching Feedback Form