School of Education

EDST6740
Indonesian Method 2

Term 2 2021

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6740 Indonesian Method 2 (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email:

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Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Provide effective feedback to students and report on achievement to parents/caregivers.	1
2	Keep accurate and reliable records to monitor students' progress and use information obtained through assessment to inform further planning of teaching and learning	1
3	Build rapport with students and create and maintain safe, engaging and supportive learning environments.	2
4	Analyse, reflect on and evaluate teaching practice to promote ongoing improvement and efficacy.	1
5	Identify professional development opportunities and plan for professional growth.	1
6	Work collaboratively with others and make contributions to the teaching profession.	1

2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2

National Priority Area Elaborations

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section 6. Course content and structure. Details of thlowbelow1Td(T)-5.5 (he)TJ

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course content covers a range of essential aspects of pedagogy specific to the teaching of Languages other than English

6. COURSE CONTENT AND STRUCTURE

Week/ Date	Lecture Topic	Tutorial Topic
(24 hours eq. lecture/ tutorial time) 1	On-line assessment module x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching x Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.	x Critically describe the role of assessment in ensuring effective learning and teaching. x evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching x apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. Content of this module will be assessed during the Hurdle Requirement in Week 6.

2	Stage 6 – Beginners/ Continuers course
	    Understanding the syllabus
	   - Themes
	   - Outcomes
	   - Scope and sequence
	   - Programming
	-
		- Examining the Indonesian syllabus
		- Developing a unit of work on one of the syllabus themes
		- Developing a resource kit

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7	Stage 6 – Developing receptive skills
	  - Higher order thinking skills
	  - Reading
	  - Listening
	Understanding the question
		- Examining a variety of high order thinking skill questions in Indonesian
		
		Strategies to develop higher order thinking skills in Indonesian

		Assessment 2 due

7. RESOURCES

SUGGESTED READINGS

Suggested 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.

Henderson, R. (2014) Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia

Hinkel, E. (2008). Handbook of research in second language teaching and learning. Routledge, London - Available at Level 6, Main Library (418/133 / (2))

Hyde, M., Carpenter, L. & Conway, R. (2010). Diversity and Inclusion in Australian Schools. Oxford University Press, Australia

Macalister, J. & Nation, S.P (2011). Case studies in language curriculum design: concepts and approaches in action around the world. Routledge, New York. - Available at Level 6, Main Library (428.24071/11)

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) Multiliteracies and diversity in education: New pedagogies for expanding landscapes. Pp 59-81. Oxford University Press, Melbourne.

Nassji, H. & Fotos, S. (2011). Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context. Routledge, New York - Available at Level 6, Main Library (418.0071/73)

Richards, J.C. & Burns, A. (2014). Tips for teaching listening: A practical approach. Pearson Education, White Plains, New York - Available at Level 6, Main Library (428.007/91 A)

Taylor, L.B (2011). Examining speaking: reseTJ 0 Tc 053 0 T9xej -09g2 Tw 0.253 0 Td [(t)-13.2 (eac)-8 (hNJ 0 Tc 053 0

8. ASSESSMENT

Assessment Task	Length

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a Year 11 preliminary course scope and sequence (Beginners OR Continuers) with an assessment schedule built in

Refer to advice on scope and sequence
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences

Sample assessment schedules can be found in each language syllabus page
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages

PART 2: Design an assessment task kit

a. Assessment notification to students
b. Assessment task (Part A One receptive skill + Part B One productive skill)
c. Marking rubric + holistic comment section
d. TWO student answers (B and C grade for Part A or Part B) with teacher feedback comment outlining its strengths and indicating at least <u>one</u> aspect which could be further improved.

x Your assessment kit must directly link to the syllabus outcomes for your nominated assessment term.
x Your scope and sequence must indicate when the task will occur.
x Make sure your instructions for the task are grammatically correct and communicate effectively for students.

https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment

Assessment 2 (3000 wd eq, 60%)
Prepare a unit of work for Year 12 Continuers OR Beginners HSC course that is a- 5 week- course. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1. The unit of work should indicate a variety of formative assessment strategies   which will provide students with feedback about:
a. what they can already do well
b. what they still need to improve
c. how they can effectively close the gap between a and b.
Include all activities and resources to support student learning. There must be at least

- one literacy activity, and
- one numeracy OR ICT activity,

In designing you learning activities consider that are meaningful (is authentic), purposeful (links to the syllabus outcome) and useful (developing transferable skills)

HURDLE REQUIREMENT
FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards (sas(t)-1.8.1 6-1)TJ0.0(he)10.53s-2.9 8.1 6-1Mo-i5s.3 (s)-a2.3 (me)-10.0(l.3 (me.7 (as)3 (t) l0.289 (s)-8 ()-12.3 (w)-15 ( )-11.9 (by)-8 (as)3 (t).1 (r013(oup)d025 Tw 0)-6.4 (k)-13.1 a-(s)-8 (e 6-1)TJ0.evwaloup ese (bout)

Student Name: Student No.:

Assessment Task: Assessment 1 – Scope and Sequence and assessment task (Year 11 Preliminary)

SPECIFIC CRITERIA	(-) ———————— h (+)
Understanding of the question or	

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Student Name: Student No.:

Assessment Task: Assessment 2 – Unit of work Year 12

SPECIFIC CRITERIA	(-) ——————— h (+)				

Understanding of the question or issue and the key concepts involved
  x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes
  x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12
  x Integrates formative assessment strategies throughout the unit of work					

Depth of analysis and/or critique in response to the task
  x Demonstrates understanding of academic and cultural diversity
  x Includes a variety of pedagogical strategies to suit content of the Stage 6 course
  x Designs appropriate activities and outlines lessons in sufficient detail without providing full plans
  x Provides effective feedback opportunities to inform students of their progress   uDC Q584.19584.16 0.72 0116 24.72 Tc 0.002 Tw 9.96 -d_1 1 Tf9.7601.56 584ta2 0.72 r 503.04 .56 5

STUDENT TEACHER		
Name:	zID:	Date:

Details		
Method		Topic/level	

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1) x Has the purpose of the assessment task been described appropriately? x Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? x Does the marking rubric/style provide diagnostic information for the student?	

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about