1. **LOCATION**

   Faculty of Arts, Design & Architecture
   School of Education
   EDST6744 Spanish Method 2 (6 units of credit)
   Term 2 2021

2. **STAFF CONTACT DETAILS**

Course Coordinator:	Cathleen Jin
Email:	cathleen.jin@unsw.edu.au
Availability:	By appointment
Tutor:	Rosa Rodriguez
Email:	r.rodriguez@unsw.edu.au
Availability:	By appointment

3. **COURSE DETAILS**

Course Name	Spanish Method 2
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_T2.html#EDST6744T2C

   SUMMARY OF THE COURSE

   This course continues to prepare student teachers for the teaching of Spanish in secondary schools in NSW. Lectures, tutorials and assessments cover a variety of essential aspects of the teaching profession. Emphasis is given to developing skills in; reporting for effective learning, creating and maintaining safe and challenging learning environments, improving professional knowledge and practice and being an active member of their profession and the wider community.

   THE MAIN WAYS IN WHICH THE COURSE HAD CHANGED AS A RESULT OF STUDENT FEEDBACK:

   The hurdle requirement is now held as a component of Week 6, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Content
1 (24 hours eq. lecture/ tutorial time)	On-line assessment module Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching 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.	Critically describe the role of assessment in ensuring effective learning and teaching; Evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching 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 Module 6
2	Stage 6 – Beginners/ Continuers course Understanding the syllabus - Themes - Outcomes - Scope and sequence - Programming	- Examining the Spanish syllabus - Developing a unit of work on one of the syllabus themes - Developing a resource kit
3	Stage 6 – Extension, Context, Literature courses Understanding the syllabus - Themes - Outcomes - Scope and sequence - Programming	- Examining the Spanish syllabus - Developing a unit of work on one of the syllabus themes - Developing a resource kit
4	Stage 6 – Assessment, Internal - Internal assessment requirements - Types of assessments - Preparing students	- Designing internal assessments - Providing meaningful feedback **Assessment 1 due**
5	Stage 6 Assessment, External - HSC - Examination specification - Mapping grid - Marking guideline	-

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence + Assessment task Year 11 Preliminary	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11,19 E.7 F.9	Friday 30th July by 5pm

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.

12

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:
The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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
EDST6744 SPANISH METHOD 2

Student Name: Student No.:
Assessment Task 1:

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 a-reu(mat)-w 0.70

Lecturer: **Date:**   **Satisfactory / Unsatisfactory (circle)**

13