## 1.  LOCATION

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

| Module | Lecture Topic | Tutorial Topic |
|---|---|---|
| 1<br><br>21 Feb | **Professional Knowledge  - APST 1**<br><br>• Course outline and Assessments<br>• NESA and ACARA<br>• NSW Curriculum Requirements<br>• K- 10 curriculum framework<br>• Why learn a language; the rationale<br>• the aim and objectives of K- 10 language syllabus | • Promoting language learning - French/Spanish/German<br><br>• Courses, syllabuses & supporting documents Stages 4 and 5 in French/Spanish/German |
| | A6, D1, E1 | |
| 2<br><br>28 Feb | **Professional Knowledge    APST 2**<br><br>• Language syllabus K- 10<br>• Understanding<br>  - the learners of language<br>  - diversity of learners<br>  - syllabus coding<br>  - strands<br>• The Stage Statement | • Suggested topics/themes for Stage 4 & 5<br>• Classroom teaching and learning ideas #1 |
| | D1 - 4, D7, F3 -4 | |
| 3<br><br>7 Mar | **Professional Practice    APST 3**<br>• Lesson planning: The backward design<br>• What to consider in creating effective lessons<br>• Teacher Reflection | • Analysis of a lesson plan in French/Spanish/German<br>• Classroom teaching and learning ideas #2 |
| | D1, 4, 5 | |
| 4<br><br>14 Mar | **Professional Practice    APST 4**<br><br>• Classroom practice<br>• 20 observable characteristics of a language effective teacher<br>• Effective feedback in classrooms (informal and formal feedback) | **ASSESSMENT TASK 1: DEMONSTRATION** |
| | B1, 5 | |
| 5<br><br>21 Mar | **Professional Practice    APST 5**<br><br>• Assessment for/as/of learning<br>• Assessment moderation<br>• Feedback and reporting | **ASSESSMENT TASK 1: LESSON PLAN DUE**<br><br>• Assessment moderation practice<br>• Examining sample reports<br>• Providing meaningful feedback on student work<br>• Classroom teaching and learning ideas # 3 |
| | D13, 14 | |

| Module | Lecture Topic | Tutorial Topic |
|---|---|---|
| 6<br><br>28 Mar | *Professional Practice   APST 3*<br><br>• Resources<br>  - ICT<br>  - Realia<br>  - Commercial textbooks<br>  - Media<br>  - Student work | • Evaluation of a Course Book<br>• Resources to Support the Learning of French/Spanish/German<br>• ICT in the classroom<br>• Classroom teaching and learning ideas # 4 |
| | C2 - 3, C 5 - 8, C12, F5 | |
| 7<br><br>4 Apr | **Professional Knowledge   APST 2**<br><br>• Learning across the curriculum<br>  - cross curriculum priorities<br>  - general capabilities<br>  - other learning<br>• Understanding NESA mandated guidelines to create<br>  - a scope and sequence<br>  - a units of work | • Analysis of a scope and sequence in French/Spanish/German<br>• Analysis of units of work in French/Spanish/German<br>• Classroom teaching and learning ideas # 5 |
| | A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7 | |

*Professional Knowledge   APST 1*

8

11 Apr

**Assessment Details**

**Assessment 1** (2,000-word eq, weighting 40%)

**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

Student Name:                                              Student No.:

Assessment Task 1: Lesson Plan

| 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

Student Name:                                         Student No.:

Assessment Task 2: **Unit description and resource kit**

| SPECIFIC CRITERIA | (-) | | | ➤ | (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Selects appropriate topic, content and outcomes for the target audience<br>• Selects and uses accurate and appropriate target language<br>• Plans for effective learning by designing appropriate lesson sequences<br>• Produces resources that effectively develop all four macro-skills<br>• Produces a variety of high quality, engaging resources | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds<br>• Caters for a variety of learning styles<br>• Supports student comprehension and production of a text type<br>• Models the safe, responsible and ethical use of ICT in learning and teaching<br>• 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**<br>• 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**<br>• Presents a detailed and organised response | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Demonstrates a high degree of fluency in English<br>• Attributes sources of information appropriately | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer:**                                         **Date:**

**Recommended:**          **/20**        **(FL  PS  CR  DN  HD)**                **Weighting:**        **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria.

**Microteaching Feedback Form for Pre-service Teacher**

UNSW

**STUDENT TEACHER**

Name:                                  zID:                                  Date: