



# School of Education

EDST6718  
Korean Method 1

Term 1, 2019





## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education Standard Authority Korean 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	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

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6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3
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#### NATIONAL PRIORITY AREA ELABORATIONS

1 21 Feb	<i>Professional Knowledge - APST 1</i> <ul style="list-style-type: none"> <li>● Course outline and Assessments</li> <li>● NESA and ACARA</li> <li>● NSW Curriculum Requirements</li> <li>● K- 10 curriculum framework</li> <li>● Why learn a language; the rationale</li> <li>● the aim and objectives of K- 10 language syllabus</li> </ul>	<ul style="list-style-type: none"> <li>● Professional reading article 1 (refer to Moodle for reading list for each week)</li> <li>● Promoting language learning - Korean</li> <li>● Courses, syllabuses &amp; supporting documents Stages 4 and 5 in Korean</li> </ul>
A6, D1, E1		
2 28 Feb	<i>Professional Knowledge APST 2</i> <ul style="list-style-type: none"> <li>● Language syllabus K- 10</li> <li>● Understanding <ul style="list-style-type: none"> <li>- the learners of language</li> <li>- diversity of learners</li> <li>- syllabus coding</li> <li>- strands</li> </ul> </li> <li>● The Stage Statement</li> </ul>	<ul style="list-style-type: none"> <li>● Professional reading article 2</li> <li>● Suggested topics/themes for stage 4 &amp; 5</li> <li>● Classroom teaching and learning ideas #1</li> </ul>
D1 - 4, D7, F3 -4		
3 7 Mar	<i>Professional Practice APST 3</i> <ul style="list-style-type: none"> <li>● Lesson planning: The backward design</li> <li>● What to consider in creating effective lessons</li> <li>● Teacher Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Professional reading article 3</li> <li>● Analysis of a lesson plan in Korean</li> <li>● Classroom teaching and learning ideas #2</li> </ul>
D1, 4, 5		
4 14 Mar	<i>Professional Practice APST 4</i> <ul style="list-style-type: none"> <li>● Classroom practice</li> <li>● 20 observable characteristics of a language effective teacher</li> <li>● Effective feedback in classrooms (informal and formal feedback)</li> </ul>	<i>ASSESSMENT TASK 1: DEMONSTRATION</i>
B1, 5		
	<i>Professional Practice APST 5</i>	<i>ASSESSMENT TASK 1: LESSON PLAN DUE</i>
5 21 Mar	<ul style="list-style-type: none"> <li>● Assessment for/as/of learning</li> <li>● Assessment moderation</li> <li>● Feedback and reporting</li> </ul>	<ul style="list-style-type: none"> <li>● Professional reading article 4</li> <li>● Assessment moderation practice</li> </ul>



The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP00173/index.html>





## 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
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**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 full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one

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:

- A detailed lesson plan, including a statement of expected learning outcomes
- A 10-minute mini-lesson

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.

This will be assessed according to the attached criteria and will be graded as follows:  
Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6718 KOREAN METHOD 1

Student Name:

Student No.:

Assessment Task 1: Lesson Plan

	(-) $\longrightarrow$ (+)				
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the relevant NSW syllabus</li> <li>• Selects appropriate topic, vocabulary and grammar structure for the target audience</li> <li>• Links teaching strategies to targeted syllabus outcomes</li> </ul>					
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar</li> <li>• Incorporates a variety of Quality Teaching elements</li> <li>• Incorporates Intercultural Language Teaching and Learning</li> <li>• Produces engaging resources that support student learning</li> <li>• Creates a student-focussed lesson</li> <li>• Uses effective questioning techniques</li> </ul>					
<ul style="list-style-type: none"> <li>• Justifies choice of teaching and learning strategies</li> <li>• References material, research and ideas presented in lectures, tutorials and readings</li> </ul>					
<ul style="list-style-type: none"> <li>• Clearly articulates aim that can be achieved by lesson plan</li> <li>• Produces a coherent, logical, detailed lesson plan</li> </ul>					

- Communicates with clarity and confidence in both English and the target language in giving instructions and explanations

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FEEDBACK SHEET  
EDST6718 KOREAN METHOD 1

Student Name:  
Assessment Task 2:

Student No.:

Microteaching Feedback Form for Pre-service Teacher



**STUDENT TEACHER**

Name:	zID:	Date:
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Details			
Method		Topic/level	

<b>Standards</b>	<b>Comments</b>
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- Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)
- Was knowledge of relevant concepts, topics and themes dem