



School of Education

EDST 6707
German Method 1

Term 1, 2020

1. LOCATION

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

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		

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach German to secondary school students with an emphasis on the NSW German curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the German classroom. Emphasis will be given to the relationship between German, literacy and numeracy and the role and value of German in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior

6.

Module	Lecture Topic	Tutorial Topic
6	<i>Professional Practice – APST 3</i> (<ul style="list-style-type: none"> • Resources <ul style="list-style-type: none"> - ICT - Realia - Commercial textbooks - Media - Student work 	

7. RESOURCES

The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>
Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

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. (2013).

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

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 group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

HURDLE REQUIREMENTS

ASSESSMENT 3 - MICROTEACHING

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6707 GERMAN METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson Plan Stage 4**

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar • Incorporates Intercultural Language Teaching and Learning • Produces engaging resources that support student learning • Creates a student-focussed lesson • Uses effective formative assessment strategies 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Justifies choice of teaching and learning strategies • References material, research and ideas presented in lectures, tutorials and readings 					
Structure and organisation of response <ul style="list-style-type: none"> • Clearly articulates aim that can be achieved by lesson plan • Applies a set of consistent success criteria • Produces a coherent, logical, detailed lesson plan • Uses the plenary session effectively to review the lesson 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Communicates with clarity and confidence in both English and the target language in giving instructions and explanations 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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. _____

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Student Name:

Student No.:

Assessment Task 2: **Unit of Work - Stage 5**

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Selects appropriate topic, content and outcomes for the target audience • Selects and uses accurate and appropriate target language • Plans for effective learning by designing appropriate lesson sequences • Produces resources that effectively develop communication skills • Implements a range of high quality, engaging resources 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds • Caters for a variety of learning needs • Supports student comprehension and production of text types • Models the safe, responsible and ethical use of ICT in learning and teaching • Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design 					

