



School of Education

EDST6735
French Method 2

Term 2 2021

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STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA French Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in French
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in French to all key stakeholders
6	

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

The course content covers a range of essential aspects of pedagogy specific to the teaching of Languages other than English in secondary schools. The teaching and learning philosophy underpinning this course is one of active engagement. The course is highly interactive, requiring students to participate by contributing their experience, knowledge and skills, carrying out research, involving themselves in dialogue with the lecturer and other students both in and out of class, undertaking self-reflection and taking responsibility for their own learning. The learning tasks provided will be challenging, highly practical and relevant to the teaching profession.

Teaching strategies used during the course will include:

- x Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- x Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a ran3.1 (ng)-12.3 (,)3 (de)-12.3 (-12.3 (-1)MCID 57 BDC / s)O(t)-1.1 (ur)-63 (n an)-12.3 (d t)-1

1 (24 hours eq. lecture/ tutorial time)	<p>On-line assessment module</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <p>Content of this module will be assessed during the Hurdle Requirement in Module 6</p>
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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.
- 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*

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 30 th July by 5pm
Unit of work Year 12	3000 words equivalent	60%	1-5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A. 5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F. 5, 7, 9	Thursday 26 th August by 5pm

Assessment,

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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6735 FRENCH METHOD 2

Student Name:

Student No.:

Assessment Task 1:

	(-) ————— h (+)				
x Understands the task and its relationship to Stage 6 preliminary assessment practice					
x Uses syllabus documents and terminology clearly and accurately					
x Sequences learning topics to suit logical learning progression					
x Integrates assessment task logically with learning intentions and learning sequence					
x Provides effective formative feedback for student sample					
x Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary					
x Demonstrates understanding NESA Assessment Guidelines					
x Understands effective assessment practices					
x Organises and structures scope and sequence according to NESA guidelines and requirements					

x

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6735 FRENCH METHOD 2

Student Name:

Student No.:

Assessment Task 2:

	(-) _____ h (+)				
<ul style="list-style-type: none"> 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 					
<ul style="list-style-type: none"> 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 					
<ul style="list-style-type: none"> x Demonstrates understanding of the need to differentiate lessons to cater for diverse learners x Understanding of a range of effective assessment practices 					
<ul style="list-style-type: none"> x Demonstrates ability to plan using backward mapping to meet selected outcomes x Presentation of effective and engaging learning sequence 					
<ul style="list-style-type: none"> x Writes using correct Standard Australian English x Has proofread and edited work to avoid typos and incorrect usage. 					

Assessment, Feedback and Reporting

STUDENT TEACHER

Name: zID: Date:

Details

Method

Topic/level

x Has the purpose of the assessment task been described appropriately?
x