School of Education

EDST 6714
Spanish Method 1

Term 1, 2020

Contents

| 6.3 | Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | 2,3 |

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

Module	Lecture Topic	Tutorial Topic
6	***Professional Practice – APST 3*** Resources - ICT - Realia - Commercial textbooks - Media - Student work	**(Assessment 3 - Microteaching Part 1)** Evaluation of a Course Book Resources to Support the Learning Effective integration of ICT in language learning
	C2 - 3, C 5 - 8, C12, F5	
7	**Professional Knowledge APST 2** Learning across the curriculum - cross curriculum priorities - general capabilities - other learning Understanding NESA mandated guidelines to create - a scope and sequence - a units of work	**(Assessment 3 - Microteaching Part 2)** Writing a unit of work
	A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7	
8	***Professional Knowledge – APST 1*** Know students and how students learn Blooms taxonomy is a language classroom Differentiation Understanding Gen Z	**(Assessment 3 - Microteaching Part 3)** Differentiation in Spanish
	D15, E1	
9	***Professional Practice – APST 4*** Creating and Maintaining Safe and Challenging Learning Environments in Languages	Classroom management Classroom teaching and learning ideas # 5
	B1,4,5	
10	***Professional Engagement – APST 7*** Engage professionally with colleagues, parents/carers and the community to promote language learning	***ASSESSMENT TASK 2: UoW DUE*** Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas # 6
	E4, 5, F8, 10	

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). T*eaching 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). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.* **London, England: Routledge.**

Hinkel E. (2008). *Handbook of research in second language teaching and learning*, London - *Available at Level 6, Main Library (418/133 /(2))*

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools.* Oxford University Press, Australia

L**iddicoat, A. J., & Scarino, A. (2013). Intercultural Language Teaching and Learning. John Wiley & Sons.**

Macalister, J. & Nation, P. (2011). *Case studies in language curriculum design: concepts and approaches in action around the world,* NY - *Available at Level 6, Main Library (428.24071/11)*

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.

Nassaji H. & Fotos, S. (2011). *Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context*, NY - *Available at Level 6, Main Library (418.0071/73)*

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Richard, J & Burns, A. (2013). *Tips for teaching listening: a practical approach*, NY - *Available at Level 6, Main Library (428.007/91 A)*

Taylor, L. (2011) *Examining speaking: research and practice in assessing second language speaking,* UK - *Available at Main Library (418.0076/28)*

Wong, J. & Waring, H.Z. (2010) *Conversation analysis and second language pedagogy: a guide for ESL/EFL teachers,* NY - *Available at Level 6, Main Library (428.24/134)*

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
   support your rationale using references indicating your professional reading
   choose appropriate outcomes and lesson content
   demonstrate knowledge of effective teaching and learning strategies

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 (600-800 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

> <u>one</u> full activity for formative assessment (not an essay)
> <u>one</u> ICT-based activity (not watching a video or PowerPoint presentation)
> <u>one</u> group-work task with a focus on literacy/numeracy (not a mind-map)
> <u>one</u> 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 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:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

Initial Lesson Plan: 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.

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

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.

Student Name: Student No.:

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

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 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					
Justifies choice of teaching and learning strategies					
References material, research and ideas presented in lectures, tutorials and readings					

Structure and organisation of response
    Clearly articulates aim that can be achieved by lesson plan