



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST6705  
French Method 1

Semester 1, 2017

## Contents

1. LOCATION .....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS .....	2
<i>Student Learning Outcomes</i> .....	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i> .....	3
<i>National Priority Area Elaborations</i> .....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	4
5. TEACHING STRATEGIES .....	5
7. ASSESSMENT.....	8
8. RESOURCES.....	15

### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6705 French Method 1 (6 units of credit)  
Semester 1 2017

## 2. STAFF CONTACT DETAILS

Method tutor: Pauline Christodoulides  
Office Location: John Goodsell 132  
Email: [p.christodoulides@unsw.edu.au](mailto:p.christodoulides@unsw.edu.au)  
Availability: anytime via email or Moodle

## 3. COURSE DETAILS

<b>Course Name</b>	French Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Language Method Lecture	Thu 16:00 (w1-7,8-10, N4, Ainswth202)
Tutorial/s	Thu 17.00-19.00 (w1-7,8-10, N4, Mathews 313)

### *Summary of Course*

This course is designed to increase a student's pedagogical content knowledge for French teaching. The key elements of pedagogy and French content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW French syllabuses.

### *The main ways in which the course has changed since last time as a result of student feedback*

- Student assessment tasks to be adjusted so that students doing Method for two languages do not complete the same task.

### *Important information*

- **Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

*Student Learning Outcomes*

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

*Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	1,2,3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2	Organise content into an effective learning and teaching sequence.	1,2,3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2,3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2,3
3.3	Include a range of teaching strategies.	1,2,3
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2,3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2,3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,2
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3

### National Priority Area Elaborations

The National Priority Areas that will be addressed in this course are summarised below. The weeks they will be addressed can be found in section 6. *Course content and structure*. Details of the assessment on National Priority Areas can be found in section 7. *Assessment*.

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	2, 11	
B. Classroom Management	1, 6	1
C. Information and Communication Technologies	2, 3, 5, 6, 7, 12, 13	1
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	2, 3
E. Students with Special Educational Needs	7	2
F. Teaching Students from Non-English Speaking Backgrounds	2, 3, 4	2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach French to secondary school students with an emphasis on the NSW French curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the French classroom. Emphasis will be given to the relationship between French, literacy and numeracy and the role and value of French in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

## 5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- 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.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on Moodle.
- Online discussions via Moodle.
- Peer teaching in a simulated classroom setting.

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

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 2 March	<p><b>NSW Curriculum Requirements</b></p> <ul style="list-style-type: none"> <li>• The NESA</li> <li>• Language courses and syllabuses</li> <li>• Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses in Asian languages</li> <li>• Australian Curriculum</li> <li>• Australian Professional Standards for Teaching</li> <li>• Education Authorities –AIS/DET/CEC A2, B3</li> </ul>	<ul style="list-style-type: none"> <li>• Courses, syllabuses &amp; supporting documents Stages ES1-6 in French</li> <li>• Understanding eligibility rules for senior courses</li> <li>• Course outline and assessments</li> <li>• Accreditation/provisional accreditation</li> </ul>
2 9 March	<p><b>Subject Content</b></p> <ul style="list-style-type: none"> <li>• Understanding the syllabus content</li> <li>• Teaching Language components such as pronunciation, vocabulary, structures and script</li> <li>• Developing macro-skills</li> </ul> <p>D7, 8</p>	<ul style="list-style-type: none"> <li>• Suggested topics/themes for stage 5</li> <li>• Prescribed themes for Stage 6</li> <li>• Prescribed Vocabulary/language pattern list for Stage 6</li> <li>• Teaching pronunciation, vocabulary &amp; expressions, grammar and scripts</li> <li>• Strategies to developing speaking, listening, reading and writing skills</li> </ul>

<p>3 16 March</p>	<p><b>Lesson planning</b></p> <ul style="list-style-type: none"> <li>• Lesson plan structure</li> <li>• What to consider in creating effective lessons</li> <li>• Teacher Reflection</li> <li>• Assessment FOR/AS/OF learning</li> </ul> <p>D19</p>	<ul style="list-style-type: none"> <li>• Analysis of a lesson plan in French</li> <li>• Creation of a lesson plan</li> </ul>
<p>4 23 March</p>	<p><b>Quality teaching</b></p> <ul style="list-style-type: none"> <li>• The Quality teaching and School Excellence framework</li> <li>• What Quality teaching looks like in a Languages classroom</li> </ul> <p>B1</p>	<p><b>ASSESSMENT TASK 1: DEMONSTRATION</b></p> <ul style="list-style-type: none"> <li>• Principles of Quality Teaching in French</li> <li>• Coding a lesson extract</li> </ul>
<p>5 30 March</p>	<p><b>Intercultural language teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Intercultural communication in context</li> <li>• The skills of an intercultural communicator</li> <li>• The importance of questioning</li> <li>•</li> </ul>	<p><b>ASSESSMENT TASK 1: LESSON PLAN DUE Friday 31 March</b></p> <p>C12, D5</p> <ul style="list-style-type: none"> <li>• Incorporating intercultural communication in a French language teaching program</li> <li>• Exploration of texts that promote intercultural communication</li> </ul>
<p>6 6 April</p>	<p><b>Resources</b></p> <p>Finding and evaluating Language learning resources online</p> <ul style="list-style-type: none"> <li>• Creating, adapting and evaluating resources to support learning in Languages</li> </ul> <p>C2, 3, 5, 6</p>	<ul style="list-style-type: none"> <li>• Evaluation of a Course Book</li> <li>• Resources to Support the Learning of French</li> <li>• Using Realia in the Classroom</li> <li>• Integration of ICT in the classroom</li> </ul>
<p>7 13 April</p>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>• Understanding NESA elements to create <ul style="list-style-type: none"> <li>- a scope and sequence</li> <li>- a units of work</li> </ul> </li> <li>• Maintaining a day book and register</li> </ul> <p>D12</p>	<ul style="list-style-type: none"> <li>• Analysis of a scope and sequence in French</li> <li>• Analysis of units of work in French</li> <li>• Maintaining a register</li> </ul>
<p><b>Mid-semester break</b></p>		

<p>8 27 April</p>	<p><b>How students learn</b></p> <ul style="list-style-type: none"> <li>• Fostering cross-curricula opportunities</li> <li>• Literacy and Numeracy in Languages</li> <li>• Differentiation to cater for different learning needs</li> </ul> <p>D1-5,8-17 F5</p>	<p><b>Micro-teaching part two</b></p> <ul style="list-style-type: none"> <li>• Strategies to enhance literacy and numeracy skills in classroom</li> <li>• Teaching and learning activities that cater for different learning styles</li> <li>• Stage 5 Life Skills Syllabus</li> <li>• Making adjustments and accommodations to learning and assessment tasks</li> </ul> <p>B6, C5, E7</p>
<p>9 4 May</p>	<p><b>Macro skills for the Higher School Certificate</b></p> <ul style="list-style-type: none"> <li>• HSC examination specifications</li> <li>• HSC mandated assessment weighting</li> <li>• High-order thinking questions in listening and reading</li> <li>• Syllabus prescribed text types</li> <li>• Writing to describe/persuade/reflect/evaluate</li> </ul> <p>D1, 5, 10, 16, 17, 18</p>	<ul style="list-style-type: none"> <li>• Debriefing professional experience</li> <li>• Unpacking HSC-style questions</li> <li>• Exploration of literacy demands in past papers</li> <li>• HSC speaking examination</li> </ul>
<p>10 11 May</p>	<p><b>Creating and Maintaining Safe and Challenging Learning Environments in Languages</b></p> <ul style="list-style-type: none"> <li>• Understanding school policies</li> <li>• How students' social, ethnic, religious and cultural backgrounds affect learning In Languages</li> <li>• Catering for different learning styles in languages</li> <li>• Establishing a supportive and positive learning environment</li> <li>• Building rapport with students</li> </ul> <p>A11, B4, 5, C13, F2, 3, 4</p>	<p><b>ASSESSMENT TASK 2: RESOURCE KIT DUE Friday 12 May</b> C7, D19, F7</p> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Exploring submitted resources</li> <li>• Online course evaluation</li> </ul>
<p><b>Professional Experience</b></p>		
<p>N4 22 June</p>	<p><b>Feedback and Reflection on PE1:</b> Reflection;</p> <ul style="list-style-type: none"> <li>• a day in the life of a school teacher</li> <li>• Areas you improved the most</li> <li>• Moving forward - acting on your feedback</li> <li>• Useful teaching and learning strategies</li> <li>• Inspiring use of ICT and other contemporary teaching resources</li> </ul>	<p><b>Goals for Semester 2</b></p>



## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Elaborations Assessed	Due Date
1. Demonstration, detailed lesson plan and rationale	15 mins + c. 1500 words	40%	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	B, C12, D5	Friday 31 March 5pm
3. Unit description, resource kit	c. 3 500 words	60%	1,2,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 6.3	D19, E, F7	Friday 12 May 5pm
3. Microteaching	10 mins c 500words	S/U	1,3,4,5,6	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	B6, D	As allocated in tutorials

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

### Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Lesson Plan	TurnItIn	21 April
Task 2 Unit Resource Kit	TurnItIn	26 May
Task 3 Microteaching	Written and Verbal	One week following the lesson

### Assessment Details

A thematic approach to assessment in this course is **mandatory**.

- Choose an appropriate theme/topic for a Stage 4 or 5 French class. If you are enrolled in two language methods, you **MUST** choose different themes/topics for each language. If you use Stage 4 for one language, you must use Stage 5 for the other.)
- Assessments 1, 2 and 3 must be based on your chosen theme/topic.

<p><i>My topic is:</i></p>
----------------------------

### Assessment 1 – Demonstration, Lesson plan, and rationale

**Demonstration** in tutorial 5:00 PM

(This demonstration will form part of your lesson plan)

- introduce and practise **ONE** grammatical structure and the associated vocabulary based on your chosen theme/topic
- use resources **you have created**
- incorporate use of ICT
- keep to time limit of 7 minutes.

**Lesson plan** submitted by 5:00 PM Friday 31 March

- imagine you are teaching a mixed ability class in a comprehensive public high school
- design a detailed **60 minute lesson** plan based on your chosen topic
- include all required details in the provided SED **lesson plan proforma**
- demonstrate your understanding of effective Languages pedagogy including, Quality Teaching elements **and** an Intercultural Language Teaching and Learning approach.

**Rationale** submitted by 5:00 PM Friday 31 March

In light of your students' learning needs, syllabus requirements and current pedagogical practice:

- justify your chosen outcomes and content
- justify your chosen teaching/learning strategies
- reference information presented to you throughout the course and from your own reading and research.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Demonstration, Lesson plan, and rationale**

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <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>					
<b>Depth of analysis and/or critique in response to the task</b> <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>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <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>					
<b>Structure and organisation of response</b> <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>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Communicates with clarity and confidence in both English and the target language in giving instructions and explanations</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## Assessment 2 – Unit description and resource kit

**Imagine** you are teaching a mixed ability class in a comprehensive public high school. A diverse range of religious and cultural groups are represented in this class. Many of these students are very capable learners; however, a small number of students have not met literacy benchmarks and one student has a physical disability.

**Design** a kit of **5 resources** that can be used to teach a **mini French unit of work** based on your chosen theme/topic. You **must accommodate** as much as possible **the learning needs of your class**. Your tutor will provide you with the necessary proformas. You must **create** the resources **yourself**.

Note: If you are studying two language methods, the kits and resources you create must be entirely different. If you use Stage 4 for one language, you must use Stage 5 for the other.

**Submit** the following by **5pm** Friday 12 May:

### 1. *Unit description*

In the provided **Unit proforma** you must include:

- the target group
- the key ideas or concepts you want the students to learn
- why the learning matters
- targeted outcomes
- the relevant 'learn to' and 'learn about' statements (Stages 4 & 5)
- target language structures and script
- the order in which your resources will be used

### 2. *Five Resources created by you*

Your **resource kit** must:

- target the four macro-skills
- cater for a variety of **learning styles**
- be **inclusive** of all learners in your class.

and include:

- a resource that develops students' understanding and production of a particular text type
- a resource that you have modified to meet the learning needs of different students
- an ICT resource that demonstrates you can lead students in safe, responsible and ethical use of ICT
- a non ICT resource
- a resource showing improvements and modifications you have made after receiving feedback from assessment one.

### 3. *Resource description*

In the provided **Resource description proforma** you must include:

- a **description** of the resource
- the **targeted outcomes**
- how to use the resource in the classroom
- references to material, research and ideas that justify your teaching and learning strategies.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6705 FRENCH METHOD 1

Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Selects appropriate topic, content and outcomes for the target audience</li> <li>• Selects and uses accurate and appropriate target language</li> <li>• Plans for effective learning by designing appropriate lesson sequences</li> <li>• Produces resources that effectively develop all four macro-skills</li> <li>• Produces a variety of high quality, engaging resources</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Differentiates to meet the learning needs of students across the full range of abilities, linguistic, cultural and religious backgrounds</li> <li>• Caters for a variety of learning styles</li> <li>• Supports student comprehension and production of a text type</li> <li>• Models the safe, responsible and ethical use of ict in learning and teaching</li> <li>• Demonstrates ability to improve teaching practices, explaining the reason for and the student outcome of those improvements</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• References a wide variety of materials, research and ideas from lectures, tutorials and readings to support decisions in unit planning and resource design</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Presents a detailed and organised response</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Demonstrates a high degree of fluency in English</li> <li>• Attributes sources of information appropriately</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## 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.**

Microteaching Feedback Form for Pre-service Teacher



**STUDENT TEACHER**

Name:	zID:	Date:
-------	------	-------

Details	
Method	Topic/level

Standards	Comments
-----------	----------

<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</li> <li>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>	
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</li> <li>Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</li> <li>Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>	
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>Were activities well organised and direction clear? (4.2.2)</li> <li>Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</li> </ul>	

**Comments:**

Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_ Satisfactory /Unsatisfactory (circle)

## 8. RESOURCES

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

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

**S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

**Rural & Distance Education NSW**: A local resource presenting both frameworks,  
<http://rde.nsw.edu.au/tpack-samr>

**Teaching Teachers for the Future - What is TPACK?** , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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.

### *Further 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). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- 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
- 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)

Recommended Websites

[www.det.nsw.edu.au](http://www.det.nsw.edu.au)

<http://www.curriculumsupport.education.nsw.gov.au>

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Professional Associations

**French Teachers' Association – NAFT**

**Modern Language Teachers' Association of New South Wales - MLTA**

PO Box 299 Leichhardt, NSW 2040