Arts & Social Sciences

School of Education

EDST6735/EDST6744
French/Spanish Method 2

Semester 2, 2017

Contents

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
EDST6735/EDST6744 French/Spanish Method 2 (6 units of credit)
Semester 2 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Rosa Rodriguez
Email: r.rodriguez@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	French/Spanish Method 2	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Combined Language Lecture	Thu 16:00 – 17:00 (Colombo Theatre B)	Weeks 1-8
Tutorial/s	Thu 17:00 - 19:00 (Goldstein G04)	Weeks 1-8

Summary of Course

This course continues to prepare student teachers for the teaching of French in secondary schools in NSW. Lectures, tutorials and assessments cover a variety of essential aspects of the teaching profession. Emphasis is given to developing skills in; reporting for effective learning, creating and maintaining safe and challenging learning environments, improving professional knowledge and practice and being an active member of their profession and the wider community.

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

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify essential elements of the NESA French/Spanish Syllabus, and strategies to support students as they transition between stages	1
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	1, 2
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in French/Spanish	2
4	Provide clear directions to organise and support prepared activities and use resources	1
5	Assess and report on student learning in French/Spanish to all key stakeholders	2, 3
6	Identify the characteristics of an effective French/Spanish teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	2, 3

AITSL Professional Graduate Teaching Standards

Standard		Assessment/s
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
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	1
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	2

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:
- 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.
- 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.
- 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, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on Moodle.

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

6. COURSE CONTENT AND STRUCTURE

Week/ Date	Lecture Topic	Tutorial Topic
1 28 July	*Safe and challenging learning environments* • Incursions • Excursion organisation & administration • Risk management A5 B1, 4, 5, 9 D1,2 8-11 F3-5	• Incursions and Excursions for French/Spanish: From Flamenco workshops to Immersion Weekends • Organising a school trip to France/Spain: Documentations and Risk Assessments • Student Exchange Programs and Organisations • Students present their own inspirational language teaching ideas
2 4 Aug	*Assessment design* • Formative vs summative assessment • Assessment schedules • Marking guidelines and rubrics A5 D12,18	• Internal assessment in Stage 6: Assessment Notification + Task + Marking Guidelines • Creating marking guidelines for Listening and Responding, Speaking, Reading and Responding and Writing Tasks • The Languages Common Scale Grade A-E • Applying Stage 5 Course Performance Descriptors
3 11 Aug	*Working as a Languages teacher* • Graduate Recruitment Program • Gaining and maintaining accreditation at Professional Competence • Selecting, annotating and presenting supporting evidence for accreditation in Languages	• The role of a French/Spanish teacher • Exploring the PSP: Language Specific Annotations in French and Spanish courses • Teamwork in schools, regional states and nationally • Collecting Evidence for Accreditation
4 18 Aug	*Feedback and reporting* • Consistency of teacher judgement • Giving effective oral and written feedback • Reporting to students, parents/caregivers • Using assessment results to evaluate programs and plan further teaching and learning activities	**ASSESSMENT TASK 1: EXCURSIONS DUE** • Analysis of Sample Report Comments for French/Spanish • Marking French/Spanish Work Samples from ARC website • Writing feedback for task marked • Providing feedbacks that moves learners forward D13
5 25 Aug	*Aboriginal perspectives* • Catering for ATSI in Languages • Personalised Learning Plans for ATSI Students A 1-9	**Hurdle requirement due** • Aboriginal perspectives in teaching French/Spanish • Role-playing parent teacher night

Week/ Date	Lecture Topic	Tutorial Topic
6 1 Sept	**Classroom management** • Facilitating a positive classroom • Teacher/student expectations • Managing student behaviour in LOTE • Effective communication	• What constitutes effective teaching - discussion • Examining examples of sets of different classroom rules • Exploring different scenarios in a classroom – role play • Establishing routines
7 8 Sept	*Flipped Classroom* • Introduction to learning languages via mixed mode delivery • Which elements of language learning are best suited to each mode of delivery? • How can those elements of language learning be taught and learnt? C1, 3, 4, 5, 6, 8, 12, 14	Creating a flipped lesson in French/Spanish
8 15 Sept	*Professional Practice* • The varied roles of a Language teacher • Advocacy - promotion of your Language in the school and community • Advice from a beginning Language teacher • Course evaluation	**ASSESSMENT TASK 2: ASSESSMENT DUE** • Planning for the unexpected: lessons as extras or in your absence • Networking and professional development opportunities • Creating Programs for extra learning activities in Languages during non-teaching hours • Programing for a Language Week Festival in the school

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Elaborations Assessed	Due Date
Assessment 1 Class Excursion	3000 words	50%	1, 2, 4	1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.2, 5.3	B4, D1,2, 8-11, E7 F3-5	17 August 2017
Assessment 2 Assessment, Feedback and Reporting	3000 words	50%	2, 3, 5	1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.2, 5.1, 5.4	A5, D18	14 September 2017
Hurdle requirement Assessment, Feedback and Reporting		Hurdle requirement	6, 7	5.1, 5.2, 5.3, 5.5		17 August 2017

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.

Assessment 1 – Planning a Class Excursion

You are to **visit**, in your own time, an easily accessible public venue in Sydney. For example, The Art Gallery of NSW, The Power House Museum, The Alliance Francaise or any area of particular significance for a French/Spanish student. Please include a photo of the excursion site.

- You are to link this excursion to a 7-10 French/Spanish Syllabus Suggested Theme/ Topic (stage 4&5) or a year 11 (stage 6) Syllabus Theme/Topic. Include details of specific literacy and numeracy needs and strategies needed to inform teaching of French.
- You are to plan an excursion for your Year 7-11 class and write a rationale for the Principal, justifying the outing in terms of syllabus requirements. You must discuss the academic and cultural backgrounds of the Stage 4, 5 or 6 class; why you believe this excursion would meet the learning needs of the group; and how you have adapted the excursion and lessons to accommodate a student with special education needs. You should outline the timing of the excursion, allowing time for travel, observation and breaks. (It may help to think of a particular school so that you can accurately plan travel, but please provide a fake school name.
- Discuss how you would use this excursion as the basis of a series of lessons (at least three). You DO NOT have to supply detailed lesson plans but you will need to detail exactly what you want the students to learn from particular exhibits, or features of the excursion. You must give a clear indication of specifically what you want the students to see, understand and do and while on the excursion.

- You should indicate how you would assess and moderate the learning and the activities in which students would engage in order to achieve the learning goals.
- Write a risk assessment, permission form and article about the excursion for inclusion in the school newsletter.

Student Name: Student No.:

Assessment Task: Assessment 1 – Planning a Class Excursion

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and policy.					
Depth of analysis and/or critique in response to the task • Ability to plan and assess for effective learning by designing excursions, lessons and assessments using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of students and the effects of these factors on learning. • Close knowledge of the excursion site. • Ability to write necessary documents for planning, running and promoting excursions.					
Familiarity with and relevance of professional and/or research literature used to support response • Demonstrates knowledge of relevant policies and procedures.					
Structure and organisation or response • Presents information in a logical order. • Includes all required materials.					
Presentation of response according to appropriate academic and linguistic conventions • Writing demonstrates fluency and accuracy in both English and the target language. • Writes with clarity and appropriately for the given audience.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   Weighting: 50%

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.**

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Assessment 2 –Assessment, Feedback and Reporting 50%

You are to create an assessment task for year 10, 11 or 12. Write an assessment of the learning task including the assessment task notice, assessment rubric and marking guidelines, student's answer, feedback and report grade and comment. Please note that you are to write every part of this task yourself, including the "student's answer".

You must provide:
- Scope and sequence for the year, highlighting where the assessment takes place.

Your assessment task must assess:
- listening or reading skills.

Your assessment task notice must include:
- a description of the learners
- the learning context in which the assessment task takes place
- the targeted outcomes.

You must also provide a 'student's' answer for the task, for which you will provide:
- the feedback you would give to the student
- how you will use this information to plan further teaching/learning experiences for your students.

You must include:
- the grade you would give the student on their report for the skill you have assessed, as well as the comment you would write to parents about the student's attainment of the outcomes in relation to this skill.

In this part of the assignment, you will demonstrate your understanding of how formative and summative assessment form an integral part of the teaching and learning process, as acting on feedback and correcting errors means assessments of learning can also be used for learning.

Student Name: Student No.:
Assessment Task: Assessment 2 – Assessment, Feedback and Reporting

SPECIFIC CRITERIA	(-) ————————➤ (+)				
Understanding of the question or issue and the key concepts involved • Writes an assessment task that is relevant to the learners, context and will assess targeted outcomes • Provides assessment notice and marking rubric that will assist learners in maximising achievement of outcomes • Writes a report comment that accurately and succinctly describes student attainment of outcomes and suggests strategies for improvement					
Depth of analysis and/or critique in response to the task • Demonstrates understanding of effective French teaching and learning • Demonstrates understanding of assessment strategies and feedback					
Familiarity with and relevance of professional and/or research literature used to support response • Draws on knowledge and understandings gained from lectures, tutorials and readings.					
Structure and organisation or response • Presents information in a logical order. • Provided assessment documents are written in plain English to assist student understanding • Presents a well organised response					
Presentation of response according to appropriate academic and linguistic conventions • Writes with clarity in both English and the target language.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**
Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 50%**

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 REQUIREMENT

FEEDBACK AND REPORTING

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 (eg NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at NESA or ACARA workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text:
- ensure anonymity by removing student names and destroying the samples at the end of the course.
- include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative <u>and</u> formative purposes
- annotate the task to indicate what worked well and what needs changing if it were to be used again
- include the marking scheme/rubric for each task
- provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
- include a key for marking symbols
- find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
- provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in

his/her learning. (If the task was used summatively you can still use it for formative purposes.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

NOTES:

The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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.

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STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1) • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student?	

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)
 	
• Does the feedback allow the assessment to be used for formative purposes?
• Is feedback expressed in appropriate language for the age/stage of the students?
• Does the feedback
    -acknowledge the student's areas of strength?
    -identify areas where the student needs to do more work?
    -indicate strategies to help the student improve?	

C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1) • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?	
D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1) • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching?	
E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1) • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?	
Comments:	

Lecturer: **Date:**   **Satisfactory / Unsatisfactory   (circle)**

Feedback

8. RESOURCES

Suggested 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. (2014) *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.* Routledge, 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, S.P (2011). *Case studies in language curriculum design: concepts and approaches in action around the world*. Routledge, New York. - 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.

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

Richards, J.C. & Burns, A. (2014). T*ips for teaching listening: A practical approach*. Pearson Education, White Plains, New York - Available at Level 6, Main Library (428.007/91 A)

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

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