



School of Education

EDST6711
Japanese Method 1

Semester 1, 2018

Contents

1. LOCATION

2.

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Faculty of Arts and Social Sciences
School of Education
EDST6711 Japanese Method 1 (6 units of credit)
Semester 1 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Japanese Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for Japanese teaching. The key elements of pedagogy and Japanese 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 Japanese syllabuses.

Based on last

Adjust assessment requirements so that students doing Method for two languages do not complete the same task with the same content.

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

<i>Outcome</i>		
1	Identify foundational aspects and structure of the NSW Education Standard Authority Korean Syllabuses and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 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

AITSL Professional Graduate Teaching Standards

<i>Standard</i>		
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
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
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	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, 3
2.2		

	support the safe, responsible and ethical use of ICT in learning and teaching	
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	(Sem. 2)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	(Sem. 2)

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 26 Feb – 2 Mar	<p>NSW Curriculum Requirements</p> <p>The NESA Language courses and syllabuses Eligibility for Beginners, Continuers, Extension, Heritage and Background Speakers Courses in Asian languages Australian Professional Standards for Teaching Education Authorities –AIS/DET/CEC/ACARA A2, B3</p>	<p>Courses, syllabuses & supporting documents Stages 4,5 and 6 in Japanese Understanding eligibility rules for Stage 6 courses Course outline and assessments Accreditation/provisional accreditation</p>
2 5 Mar – 9 Mar	<p>Subject Content</p> <p>Understanding the new K – 10 syllabus content Stage 6 Syllabus + Extension courses Teaching Language components such as pronunciation, vocabulary, structures and script Developing macro-skills D7, 8</p>	<p>Suggested topics/themes for stage 5 Prescribed themes for Stage 6 Prescribed Kanji/Vocabulary/language pattern list for Stage 6 Teaching pronunciation, vocabulary & expressions, grammar and scripts Strategies to developing speaking, listening, reading and writing skills</p>
3 12 Mar – 16 Mar	<p>Intercultural language teaching and learning</p> <p>Intercultural communication in context The skills of an intercultural communicator The importance of questioning</p>	<p>Incorporating intercultural communication in a Japanese language teaching program Exploration of texts that promote intercultural communication</p>
4 19 Mar – 23 Mar	<p>Lesson planning</p> <p>Lesson plan structure What to consider in creating effective lessons Teacher Reflection Assessment FOR/AS/OF learning D19 Quality teaching</p>	<p>Assessment Task 1: Demonstration</p> <p>Analysis of a lesson plan in Japanese Creation of a lesson plan</p>
5 26 Mar – 30 Mar	<p>The Quality teaching and School Excellence framework</p>	

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Lesson Plan	Written via Turnitin	23 April
Task 2 Unit of Work		30 May
Task 3 Microteaching	Written and Verbal	One week following the lesson

S1 Assessment 1 (2,000 word 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
- use appropriate format and provide sufficient detail for an effective lesson plan

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6711 JAPANESE METHOD 1

Student Name:

Student No.:

Assessment Task 1:

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 a variety of EDST6711 JAPANESE ME			

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. _____

Assessment 2 Unit description and resource kit

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FEEDBACK SHEET
EDST6711 JAPANESE METHOD 1

Student Name:

Student No.:

Assessment Task 2:

SPECIFIC CRITERIA

|(-) ————— (+)|

Understanding of the question or issue and the key concepts involved

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 all four macro-skills

Produces a variety of high quality, engaging resources

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.

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.

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

Professional Associations
Japanese Teach

JTAN www.jtan.org.au