**SCHOOL-BASED TASKS**

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| TASK | TYPE | EVIDENCE | SIGNED |
| Observe different uses of visual stimuli | Obs |  |  |
| Observe how lessons are structured to address diverse needs & backgrounds of pupils + strategies used by teacher | Obs |  |  |
| Observe & analyse how teachers deliver : \* aims and objectives | Obs |  |  |
| Observe & analyse how teachers deliver : \* skills | Obs |  |  |
| Observe & analyse how teachers deliver : \* beginning of lessons | Obs |  |  |
| Observe & analyse how teachers deliver : \* end of lessons | Obs |  |  |
| Observe & analyse how teachers deliver : \* Transition points between activities | Obs |  |  |
| Write lesson plans for two lessons observed, using the agreed formula. | Individual |  |  |
| Produce two sets of visuals to introduce / develop / reinforce / revise an agreed language item | Individual |  |  |
| Use the above visuals in a lesson | Practice |  |  |
| Describe and evaluate the above process | Individual |  |  |
| AT1 – LISTENING | | | |
| Observe strategies for the development of listening skills – activities used | Obs |  |  |
| Observe strategies for the development of listening and skills – skills taught | Obs |  |  |
| Observe strategies for the development of listening and skills – how performance is monitored & recorded | Obs |  |  |
| Observe strategies for the development of listening and skills – use of TL | Obs |  |  |
| *Procedure* for assessment, recording and reporting of listening skills in the school | Enquire |  |  |
| Prepare a listening exercise based on taped material | Individual |  |  |
| Conduct the above exercise | Practice |  |  |
| Describe and evaluate the above task | Individual |  |  |
| AT2 - SPEAKING | | | |
| Observe strategies for the development of speaking skills – activities used | Obs |  |  |
| Observe strategies for the development of speaking skills – skills taught | Obs |  |  |
| Observe strategies for the development of speaking skills – how performance is monitored & recorded | Obs |  |  |
| Observe strategies for the development of speaking skills – use of TL | Obs |  |  |
| *Procedure* for assessment, recording and reporting of speaking skills in the school | Enquire |  |  |
| Design a pair-work role-play, preferably including real communication | Individual |  |  |
| Organise the above role-play | Practice |  |  |
| Describe & evaluate the above role-play | Individual |  |  |
| AT3 - READING | | | |
| Observe strategies for the development of reading skills – activities used | Obs |  |  |
| Observe strategies for the development of reading skills – skills taught | Obs |  |  |
| Observe strategies for the development of reading skills – how performance is monitored & recorded | Obs |  |  |
| Observe strategies for the development of reading skills – use of TL | Obs |  |  |
| *Procedure* for assessment, recording and reporting of reading skills in the school | Enquire |  |  |
| Design a reading activity, preferably of your own design | Individual |  |  |
| Organise the above reading activity | Practice |  |  |
| Describe & evaluate the above reading activity | Individual |  |  |
| AT4 - WRITING | | | |
| Observe strategies for the development of writing skills – the purpose of the activities used | Obs |  |  |
| Observe strategies for the development of writing skills – how activities are organised | Obs |  |  |
| Observe strategies for the development of writing skills – how errors are corrected | Obs |  |  |
| *Procedure* for assessment, recording and reporting of speaking skills in the school | Enquire |  |  |
| Design a worksheet writing task. | Individual |  |  |
| Deliver the above worksheet writing task | Practice |  |  |
| Mark the work and hand back to pupils the following week | Individual |  |  |
| Describe & evaluate the above role-play | Individual |  |  |
| OTHER TASKS | | | |
| Observe a post-16 language class.  Focus on materials & strategies used, and pupil involvement | Obs |  |  |
| During school’s Half-Term Holiday -  Plan part of, or a whole, post-16 lesson | Individual |  |  |
| If possible, teach the above lesson / part-lesson | Practice |  |  |
| Describe and evaluate the above experience | Individual |  |  |
| During school’s Half-Term Holiday -  Carry out tasks negotiated with mentor, as detailed below : | Individual |  |  |
| Investigate the different uses of ICT in MFL teaching in the school. | Enquire |  |  |
| Find out how other departments use ICT in the classroom and compare this with MFL. | Enquire |  |  |
| Assist in a negotiated capacity with a language class in which ICT is used. | Practice |  |  |
| Describe and evaluate the content, processes and outcomes of the above practice | Individual |  |  |
| Find out the school’s policy and practice on inclusion, with reference to the Green Papers ‘Excellence For All’ (1998) and ‘Every Child Matters’ (2003) | Enquire |  |  |
| Investigate the use of Learning Support Assistants (LSAs) in relation to MFL teaching in school. | Enquire |  |  |
| Note carefully the different ways in which LSAs are used in the classroom | Obs |  |  |
| Find out what training LSAs recieve | Enquire |  |  |
| Find out what MFL skills LSAs have | Enquire |  |  |
| Find out how MFL teachers and LSAs work together in the preparation and delivery of MFL lessons | Enquire |  |  |
| Work in a support capacity with a low ability / SEN pupil on at least two occasions | Practice |  |  |
| Record and evaluate the above experiences | Individual |  |  |
| Review your own procedures for assessing and recording achievement in each of the four language skills | Individual |  |  |
| Devise an assessment task and mark scheme for one of the four skills, together with a brief, but focused, explanatory rationale | Individual |  |  |
| Discuss with your mentor an appropriate class and an appropriate topic for Assignment 1. | Enquire |  |  |
| Negotiate with your mentor the possibility of spending some time observing and working with pupils in a feeder primary school | Enquire |  |  |
| Think back on the week you spent in a primary school at the beginning of the course. What are the differences between teaching MFL at KS2 and KS3 ? | Individual |  |  |
| Observe each class you will be teaching during your Second Block Placement | Obs |  |  |
| Discuss with each class teacher the content, method and organisation of lessons | Enquire |  |  |
| Finalise your Second Block Placement Timetable | Enquire |  |  |
| Gather information about Schemes of Work | Enquire |  |  |
| Gather information about school systems – booking computer rooms etc | Enquire |  |  |
| Enquire about and attend at least one parents evening | Enquire  Practice |  |  |
| Look at the format and content of written reports to parents | Enquire |  |  |