Course Outline (Higher Education)

School:	School of Education
Course Title:	LANGUAGES CURRICULUM 1
Course ID:	EDBED3034
Credit Points:	15.00
Prerequisite(s):	(Pass in 3 Approved Courses)
Co-requisite(s):	Nil
Exclusion(s):	(EDDDE3013)
ASCED:	070301

Description of the Course :

This course is designed to enable pre-service teachers to become skilled, confident and knowledgeable teachers of Languages who will promote and advocate for Languages. Students will consider and evaluate pedagogical approaches for teaching Languages and will become familiar with strategies for teaching, learning and assessing languages. Students will develop competence in designing Languages programs using curriculum frameworks and will consider ways to plan for diverse learners.

Grade Scheme: Graded (HD, D, C, etc.)

Program Level:

Level of course in Program	AQF Level of Program					
	5	**6**	**7**	**8**	**9**	**10**
Introductory						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Recognise the nature, context, purposes and central role of languages in our multicultural world.

K2. Examine the concepts, concept and structure of the languages curriculum and be able to use curriculum frameworks for planning.

K3. Evaluate theories of how languages are learned and the pedagogical approaches that may be used for teaching languages.

K4. Construct challenging learning goals and to create authentic and meaningful opportunities for learning languages

K5. Identify, design, evaluate and scaffold conceptual, material, linguistic and technological resources to support student learning and understanding.

K6. Recognise ways to engage diverse learners in Languages and strategies for supporting student learning.

K7. Advocate for the role of Languages in educational contexts and adopt a stance as a teacher of Languages.

Skills:

S1. Select appropriate resources to support student learning in Languages.

S2. Examine curriculum and assessment policies and frameworks to develop learning and teaching sequences and lesson plans.

S3. Analyse pedagogical approaches and teaching strategies that support learning in Language classrooms.

S4. Investigate the role of verbal and non-verbal communication strategies in teaching and learning languages.

S5. Identify and cater for diverse learners in Languages classrooms.

Application of knowledge and skills:

A1. Examine how students learn languages and the importance of Languages to present a rationale for teaching language in Australian schools.

A2. Critically evaluate student learning and pedagogical approaches in Languages to design a classroom resource.

A3. Design a unit of work drawing from curriculum frameworks that includes learning goals, supporting resources and shows evidence of lesson planning.

Course Content:

Topics to be covered

- The theories of first and second language acquisition and pedagogical approaches that support language learning.
- Strategies for using curriculum frameworks to design, plan and implement effective teaching and learning sequences.
- Selection and evaluation of resources, including ICT, to support student language learning.
- The nature, context, purposes and central role of languages in our multicultural world.
- Understand how to create challenging learning goals and select appropriate resources.
- An exploration of the relationship between language and culture and how to balance languages as code and as social practice in the curriculum.

Values:

V1. Develop understanding of the socio-cultural and educational context of Languages teaching and learning in Australian schools.

V2. Understand and develop a professional stance towards their work and ongoing learning as a teacher of languages and foster an enthusiasm in students for learning about cultures and languages other than English.

V3. Develop a deep appreciation and respect for cultural backgrounds and languages.

V4. Promote values of tolerance and respect.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	**Code** A. Direct B. Indirect N/A Not addressed	**Assessment task (AT#)**	**Code** A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3	A	AT2, AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, A2	A	AT2	A
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, S5	A	AT1	A
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S4	A	AT2	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K7	A	AT2	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K6, S3, S5, A1 APST 2.1, 4.1	Present a rationale for teaching and learning Languages in Australian schools including an examination of understanding the diversity of learners and learning contexts and a discussion on the importance of Languages in education settings.	Essay	20-30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K5, K6, K7, S1, S3, S4, S5, A2 APST 2.1, 2.5, 3.3, 3.4, 4.2	Design a practical resource to assist students in learning the target language (eg. A game) and present the resource to the group explaining how it supports student learning.	Presentation and accompanying classroom resource.	30-40%
K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A3 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.1	Plan a unit of study that draws from the Languages curriculum documents and which outlines key learning outcomes, success criteria, activities and resources.	Unit plan including scope and sequence chart, accompanying resources	40-50%

Adopted Reference Style:

APA

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced

4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced