



Course Outline (Higher Education)

School:	School of Education
Course Title:	LANGUAGES CURRICULUM 2
Course ID:	EDBED3134
Credit Points:	15.00
Prerequisite(s):	(EDBED3034)
Co-requisite(s):	Nil
Exclusion(s):	(EDBED3025 and EDDDE3013)
ASCED:	070301

Description of the Course :

This course is designed to extend the learning from Languages Curriculum 1 to enable pre-service teachers to further develop their skill, competence and confidence in teaching Languages. Pre-service teachers investigate more deeply and critically evaluate approaches to teaching, particularly at the senior secondary level. They will develop their skills in teaching approaches and understanding of assessment.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Demonstrate understanding of how to use curriculum planning frameworks at the secondary level to design well-sequenced and engaging Languages and Cultures programs for diverse learners.
- K2.** Deepen understandings of and evaluate pedagogical approaches for learning Languages such as: task-based; grammar-based; inquiry learning; CLIL; immersion and communicative languages teaching.
- K3.** Demonstrate understanding of context-relevant and research informed teaching strategies for Languages and Culture teaching.
- K4.** Evaluate, design and select resources (including ICT) to support Languages learning, particularly at the senior secondary level.
- K5.** Reflect on professional teaching skills and identify areas for ongoing professional learning.
- K6.** Demonstrate understanding of the policy and assessment requirements at the secondary level, and be able to design learning sequences with assessment practices that monitor student progress.

Skills:

- S1.** Plan for learning in Languages at across secondary levels by using curriculum frameworks to design learning sequences and lesson plans.
- S2.** Demonstrate knowledge of content and teaching strategies that cater for diverse learners by teaching a lesson to students.
- S3.** Select or design appropriate resources to support student learning in Languages.
- S4.** Demonstrate ability to use feedback from professional colleagues and students to reflect on teaching practice.
- S5.** Engage in reflection on personal teaching practice and identify areas for future professional learning.
- S6.** Design learning and assessment sequences that monitor and support student learning.

Application of knowledge and skills:

- A1.** Develop and teach a lesson that caters for diverse students.
- A2.** Design a sequence of learning and teaching for Languages.
- A3.** Reflect on the ways Languages can be taught and present a rationale for Languages teaching.

Course Content:

Topics may include:

- Teaching strategies for listening, speaking, reading and writing in Languages.
- Strategies for organizing content into teaching and learning sequences.
- Approaches for embedding the teaching of Culture as part of Languages.
- Assessment and evaluation of student performances and of personal teaching practice.
- Teaching second languages to diverse student learners.
- Ways to advocate for Languages within the school and broader community.

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.
- 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.	K2, A1	A	AT1, 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.	K4, 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.	K3	A	AT2	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.	K5, S5, A3	A	AT1, AT3	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.	S2, A1	A	AT1	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K4, K5, S1, S2, S3, S4, S5, A1; APST: 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Teach a lesson and obtain feedback about the lesson. Submit the lesson plan, the feedback and a critical reflection where you identify areas of strength and areas for future development.	Teaching performance and reflection	30-40%
K1, K3, K4, K6, S1, S3, S6, A2; APST: 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1	Design a teaching and learning sequence that draws from the Languages curriculum documents and which outlines key learning outcomes, success criteria, activities and resources.	Curriculum Design	40-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K5, S5, A3; APST: 2.1, 4.1	Write a teaching philosophy that outlines your rationale for Languages teaching, approaches you will use in planning and teaching in your target Language area, how you will support diverse learners and advocate for Languages in schools	Teaching philosophy	20-30%

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