



Course Outline (Higher Education)

School:	School of Education
Course Title:	LANGUAGES CURRICULUM 2
Course ID:	EDDDE3113
Credit Points:	15.00
Prerequisite(s):	(EDBED3034 or EDDDE3013)
Co-requisite(s):	Nil
Exclusion(s):	Nil
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.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

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 (particularly at the senior 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 senior secondary level, and be able to design learning sequences with assessment practices that monitor student progress

Skills:

- S1.** Plan for learning in Languages at senior 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 Language
- 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 to be covered

- 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%
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