



# Course Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Course Title:** LANGUAGES CURRICULUM 2

**Course ID:** EDMAS6064

**Credit Points:** 15.00

**Prerequisite(s):** (EDMAS6063)

**Co-requisite(s):** Nil

**Exclusion(s):** (EDMAS6113)

**ASCED:** 070105

**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 other than English (LOTE). Pre-service teachers investigate more deeply and critically evaluate approaches to teaching, particularly at the senior secondary level. They will be required to reflect on their emerging skills as a teacher of Languages and identify their personal teaching philosophies and directions for their future professional learning

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

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

**Placement Component:** No

**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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 critically 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.** Critically evaluate, design and select resources (including ICT) to support Languages learning, particularly at the senior secondary level.
- K5.** Critically 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 LOTE 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 Languages.
- S4.** Demonstrate ability to use feedback from professional colleagues and students to reflect on teaching practice.
- S5.** Engage in critical 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 and justify a learning sequence, including formative and summative assessment, incorporating a range of teaching strategies, and related to an Area of Study in VCE Languages curriculum.

#### Course Content:

- Teaching strategies for listening, speaking, reading and writing in LOTE, especially to senior secondary cohort
- 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 senior LOTE and other pathways, within the school and broader community.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6 A1, A2	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6 A1, A2	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6 A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6 A1, A2	AT1, AT2
FEDTASK 5 sustainable and Ethical Mindset	<p>Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6 A1, A2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K6, S1, S3, S4, S5, A1, AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 6.1	Plan and teach a lesson, obtain feedback from students and teacher mentor and reflect critically on planning process, teaching strategies, communication skills and students learning outcomes.	Teaching Performance	40% - 60%
K2, K4, K5, K6, S1, S2, S3, S4, S6, A1; AITSL: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 6.1	Design a learning sequence (5 lessons per week for 5 weeks) that draws from the VCE Languages curriculum documents and which outlines key learning outcomes, success criteria, activities that are inclusive and engaging, resources, assessment strategies and a rationale for the unit of work	Curriculum Design	40% - 60%

### Adopted Reference Style:

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

**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
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	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
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Advanced