



COURSE OUTLINE

EDU746

Teaching Senior Secondary Languages

Course Coordinator: Peter Grainger (pgrainge@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Languages curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within Languages.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Lecture – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

1.3. Course Topics

Course topics

- Pedagogical Content Knowledge: Languages
- Secondary Curriculum Frameworks in Languages Learning Area senior phase
- Communicative Language Teaching Methods
- Cross-cultural, Asian and Indigenous perspectives
- Intercultural understanding
- Requirements for senior assessment and reporting in Languages
- Integration of resources, including information and communication technologies (ICT) into Languages curriculum
- Strategies for differentiating teaching to meet the specific learning needs of students

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Demonstrate deep knowledge of content and pedagogy for senior secondary Language curriculum in Queensland, and identify professional learning goals in a specific curriculum area.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.5 - Report on student achievement</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>2 Design and implement masterful teaching and learning strategies, including ICT, that support the diversity of learners engaged in senior secondary languages learning.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Reflect on and evaluate senior secondary Language curriculum design and implementation with a focus on how students learn.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 3 - Plan for and implement effective teaching and learning 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.6 - Evaluate and improve teaching programs</p>
<p>4 Apply the principles of assessment and moderation that measure and report on senior students' progress in Languages.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>5 - Assess, provide feedback and report on student learning 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.5 - Report on student achievement</p>

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program ED706 and a Languages Teaching area

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

It is expected that you will engage in this course when you have undertaken tertiary content courses in the teaching area allocated upon acceptance to the program of study. You will be required to draw upon that content knowledge to complete this course.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

In week 3 of this course a draft copy of your assessment will be peer reviewed in your tutorial/workshop.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	15%	5-minute presentation followed by questioning from a parent/ carer and a 500-word reflection	Week 4	Online Assignment Submission with plagiarism check and in class
All	2	Portfolio	Individual	45%	2500 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Examination	Individual	40%	100 minutes plus 10 minutes perusal	Week 10	In Class

All - Assessment Task 1: Oral and Written Piece

GOAL:	The goal of this task is to develop your understanding and application of engaging ways to communicate with students and parents/carers about senior secondary Languages curriculum choices. You will then reflect on your performance to identify future professional development goals and plans.
PRODUCT:	Oral and Written Piece
FORMAT:	<p>You have been selected by the Head of Department to attend the senior subject evening to talk to parents and students about the value the Languages as a senior secondary subject. In this 5-minute presentation, you will demonstrate your understanding of the content, underlying philosophy, and pedagogy of the subject including how it connects with future study and work pathways. You will answer questions about how the senior secondary subject contributes to the Queensland Certificate of Education and/or ATAR. At the conclusion of the presentation, you will respond to questions from students and parents/ carers in a manner that demonstrates your ability to work effectively and sensitively with all parties.</p> <p>Three days following the presentation you will prepare a 500-word reflection that identifies:</p> <ul style="list-style-type: none">a) Strengths and areas for improvement of your knowledge of the senior secondary subject areas content, pedagogy or presentationb) One specific and measurable professional learning goal for the semester that is related to this senior curriculum area and plan for achieving the learning goal.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge. 1 2 3
	2	Oral communication skills appropriate for the audience. 1 2 3
	3	Professional reflection upon performance to identify a specific and measurable professional learning goal and create a plan for its achievement. 1 2 3

All - Assessment Task 2: Portfolio

GOAL:	The goal of this task is to develop your ability to make pedagogical and resource decisions that support you to develop learning sequences and assessment that respond to the needs of senior secondary Language learners.	
PRODUCT:	Portfolio	
FORMAT:	<p>You will develop a portfolio that includes the following components.</p> <p>a) Overview of how senior secondary students learn Languages</p> <p>b) Identification and justification of pedagogical approaches, resource use, assessment and moderation processes appropriate for the senior secondary Language syllabus</p> <p>c) Senior formative assessment task and justification as preparation for summative assessment in Languages</p> <p>d) Two 75-minute sequenced lesson plans or equivalent that use teaching strategies and resources including (ICT) appropriate to the subject area</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of senior secondary curriculum content and pedagogy to meet the needs of learners. 1 2 3
	2	Justification of pedagogy, resource selection, assessment, and moderation. 1 2 3
	3	Creation of lesson sequences and assessment 1 2
	4	Use of credible evidence and sources. 1 2 3 4
	5	Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions. 1 2 3 4

All - Assessment Task 3: Examination

GOAL:	The goal of this task is to demonstrate your knowledge and application of course topics.	
PRODUCT:	Examination	
FORMAT:	<p>An exam will provide you with the opportunity to provide evidence of your engagement with Course topics that include the following core topics:</p> <p>Australian Curriculum and Queensland Senior Secondary Curriculum Languages</p> <p>Career education as senior secondary curriculum</p> <p>Pedagogy and resource selection for teaching senior secondary</p> <p>Formative and summative assessment strategies</p> <p>Moderation and reporting</p> <p>Aboriginal and Torres Strait Islander histories, cultures and languages and Languages</p> <p>Implementation of ICT, literacy and numeracy in senior secondary</p> <p>Strategies to evaluate teaching programs</p> <p>Strategies for differentiating teaching to meet the specific learning needs of students</p> <p>The exam will be 100 minutes with a 10-minute perusal time. The exam will consist of short answer, scenario questions and short essays on the Course topics. You can bring two A4 pages of notes and an annotated copy of curriculum documents (to be negotiated with your tutor) as reference materials during the exam.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Senior secondary curriculum and pedagogy	1 2 3
	2 Assessment planning and design	1 2 3
	3 Literacy, numeracy and ICT	1 2 3
	4 Selection of resources to support student learning	1 2 3
	5 Use of credible evidence and sources	1 2 3
	6 Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	1 2 3

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Lefstein, Adam and Snell, Julia	2014	Better than best practice: developing teaching and learning through dialogue	Routledge

8.2. Specific requirements

It is expected that all students have access to electronic devices and suitable internet access to engage with the course materials. To engage in the fieldwork in senior secondary classrooms students will be required to have a Blue Card.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au