



## COURSE OUTLINE

# EDU413 Teaching the Australian Curriculum: Languages

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

2022 | Semester 1

USC Sunshine Coast

USC Caboolture

USC Fraser Coast

USC Gympie

**BLENDED  
LEARNING**

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

Online

**ONLINE**

You can do this course without coming onto campus.

*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 focus on the Languages Learning Area and learn why learning a Language is important and how it develops skills including literacy and intercultural understanding. A broad focus is on developing your understanding of Aboriginal and Torres Strait Islander Languages and the necessity of preserving these languages. You will develop knowledge and teaching strategies in the Languages discipline and the Cross Curricular Priority of Intercultural Understanding and General Capability of Asia and Australia's Engagement with Asia elements of the Australian Curriculum.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage with associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by on-campus tutorials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	2hrs	Week 1	3 times
<b>ONLINE</b>			
<b>Learning materials</b> – You are required to engage with associated activities and required/recommended course reading materials accessed through Canvas and using the required text.	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – An online learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by Zoom tutorials.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	2hrs	Week 1	3 times

1.3. Course Topics

- Australian Curriculum: Languages
- The nature of Language learning
- Language learning as an intercultural process
- Language learning and literacy development
- Learning about Aboriginal and Torres Strait Islander Languages
- General Capabilities and Languages across the curriculum
- Cross-Curricular priorities and Languages
- Reflective Action Plans
- Frameworks for teaching the Intercultural

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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

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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 Examine language policy and the Australian Curriculum Languages to determine the impact on learning and teaching.</p>	<p>Knowledgeable Empowered</p>	<p>1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.1 - Content and teaching strategies of the teaching area 2.3 - Curriculum, assessment and reporting 6.2 - Engage in professional learning and improve practice 6.4 - Apply professional learning and improve student learning</p>
<p>2 Analyse language learning literature and the Australian Curriculum Languages and discuss the value of learning languages in primary education.</p>	<p>Knowledgeable Empowered</p>	<p>1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.3 - Curriculum, assessment and reporting 6 - Engage in professional learning</p>
<p>3 Apply the Cross Curriculum Priority Asia and Australia's Engagement with Asia and evaluate the challenges for primary teachers.</p>	<p>Empowered</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.3 - Curriculum, assessment and reporting 6 - Engage in professional learning 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.4 - Apply professional learning and improve student learning 7.2 - Comply with legislative, administrative and organisational requirements</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>4 Analyse own and others' perceptions of culture, race and language learning to improve future teaching practice.</p>	<p>Knowledgeable Empowered</p>	<p>1 - Know students and how they learn 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 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 3.6 - Evaluate and improve teaching programs 6 - Engage in professional learning 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7 - Engage professionally with colleagues, parents/carers and the community 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements</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 ED304.

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

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

Not applicable

## 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

Task 1 is an online task submitted in Week 4. Additional feedback will be provided in tutorials

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	Quiz/zes	Individual	10%	10 short answer questions	Week 4	Online Test (Quiz)
All	2	Essay	Individual	40%	2500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: On-line quiz

<b>GOAL:</b>	The goal of this task is to assess your knowledge and understanding of the Australian Curriculum Languages Learning Area (structures, pathways, focuses, rationale), relevant General Capabilities and relevant Cross Curricular Priorities and how they link to the Languages Learning Area. Indigenous Languages is also a focus.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	This first task is an online task combining short answer and/or True/False questions relating to The Australian Curriculum: Languages Learning Area; the General Capabilities and the Cross Curriculum Priorities; Asia Literacy; the value of learning an additional Language; Intercultural understanding	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Knowledge and understanding of the the Australian Curriculum	2 3

All - Assessment Task 2: Essay

<b>GOAL:</b>	The goal of this task is to demonstrate understanding of the benefits of learning an additional Language (including Indigenous Languages for Indigenous Australians) in primary school	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	You are to write an academic essay that discusses the benefits of learning an additional Language in primary school. You must also identify and discuss the various challenges facing students and teachers in primary school in relation to learning an additional Language. You must include informed reflections from SPE experiences. Include discussions and references to any relevant Languages related General Capabilities and Cross Curricular Priorities in the Australian Curriculum. Further details will be available in week 1 during tutorials	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Knowledge and understanding of the benefits of learning an additional Language).	2
	2 Written communication skills including use of literature, academic expression, grammar, spelling, APA referencing	1 2 3

### All - Assessment Task 3: Essay Action Plan

<b>GOAL:</b>	The goal of this task is to assess your new understanding of the value of learning Languages, the challenges faced and to articulate an action plan in order to effect change	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	<p>Reflective essay (Action Plan)</p> <p>Devise an explicit reflective action plan addressing key learnings from the course. Using the 2 key frameworks of this course (Byram and Liddicoat &amp; Scarino (2013) devise an action plan for your future practice. This is an academic essay so references to the Canvas learning materials (as well as other relevant materials) are required. Headings are recommended. Your action plan should be guided by the following:</p> <p>What are the strategies you will use, to engage stakeholders (including students, colleagues, management, community of parents, and the broader community) in the four stages of intercultural learning? (How are you going to take them through these four stages?) Your action plan should demonstrate reflection on the following:          How you can/will make a difference to the Languages Learning Area when you graduate          to describe how your strengths will be leveraged, and identify professional development opportunities to address your weaknesses (eg Asia Education Foundation, learning an additional Language online, duo lingo etc) Identify barriers to being a Languages advocate experienced by primary teachers and how you will overcome these barriers.          identify strengths and weaknesses in your own readiness to support languages,          Explain how you will break down the monolingual mindset (Clyne, 2005)          Explain how you will implement curriculum explicitly incorporating Languages-related General Capabilities (GC) and Cross Curriculum Priorities (CCP), for example, the GC for Intercultural Understanding and the CCP for Asia and Australia's Engagement with Asia.</p> <p>More details will be provided in week 1 tutorials.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of the benefits of learning an additional Language <span style="float: right;">2 3 4</span>
	2	Ability to reflect and apply this to articulate strategies for future practice in an action plan <span style="float: right;">1 2 3 4</span>
	3	Communication skills including grammar, spelling, use of literature, <span style="float: right;">1 2 3 4</span>

## 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.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Introduction: What is the Australian Curriculum: Languages; what are your beliefs about learning an additional Language
Week 2	The General Capabilities (GC) in the Australian Curriculum and how learning an additional Language enables this Australian Curriculum priority to be achieved
Week 3	The Cross Curricular Priorities (CCP) in the Australian Curriculum and how learning an additional Language enables this Australian Curriculum priority to be achieved; Indigenous Languages
Week 4	Focus on Asia Literacy as a CCP
Week 5	What are the specific benefits of learning an additional Language
Week 6	What are the specific benefits of learning an additional Language continued
Week 7	Two frameworks for teaching the Intercultural
Week 8	What are the challenges of learning Languages for all stakeholders; Action plans, professional development opportunities, monolingual mindset and stereotypes about language learning (Big picture); ELLA
Week 9	Using appropriate resources meaningfully when designing curriculum
week 10	Making a difference: Action Plans

## 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 Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 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. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. 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](mailto:studentcentral@usc.edu.au).

## 10.6. 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](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. 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](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.



## 10.10.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

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**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)