USC

Course Outline

Code: EDU746
Title: Teaching Senior Secondary Languages

School of: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Dr Peter Grainger
Course Moderator: Dr Ken Young

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
You will engage with research relating to the teaching and learning of Languages in the Senior Secondary phase. This course will provide you with instructional strategies, methodologies and support materials necessary for creating an engaging Languages classroom. You will research, analyse and interpret Communicative Language Teaching approaches and the way they are reflected in current Languages syllabuses and curriculum frameworks. You will analyse critically, reflect on and synthesise complex information, problems, concepts and theories related to the Languages Learning area and justify possible solutions.

1.2   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?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrate deep knowledge of content and pedagogy for senior secondary Language curriculum in Queensland, and identify professional learning goals in a specific curriculum area.	Task 1 Task 2 Task 3	**Graduate Qualities** Knowledgeable. Creative and critical thinkers. **Professional Standards** – see table in 10.7 Education Specific Information.
Design and implement masterful teaching and learning strategies, including ICT, that support the diversity of learners engaged in senior secondary languages learning.	Task 2 Task 3	**Graduate Qualities** Knowledgeable. Creative and critical thinkers. **Professional Standards** – see table in 10.7 Education Specific Information.
Reflect on and evaluate senior secondary Language curriculum design and implementation with a focus on how students learn.	Task 1 Task 2 Task 3	**Graduate Qualities** Knowledgeable. Creative and critical thinkers. **Professional Standards** – see table in 10.7 Education Specific Information.
Apply the principles of assessment and moderation that measure and report on senior students' progress in Languages.	Task 2 Task 3	**Graduate Qualities** Knowledgeable. Creative and critical thinkers. **Professional Standards** – see table in 10.7 Education Specific Information.

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   Enrolment restrictions

This course is only available to ED706 Master of Teaching (Secondary) students who have a Languages teaching area.

5.2   Pre-requisites

Nil

5.3   Co-requisites

Nil

5.4   Anti-requisites

N/A

5.5   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 – 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

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral and Written Piece	Individual	15%	5-minute presentation followed by questioning from a parent/ carer and a 500-word reflection	Week 4 in-class presentation and reflection online 3 days later	In class and Online Assignment Submission with Plagiarism check
2	Portfolio	Individual	45%	2500 words	Week 9 Monday 4pm	Online Assignment Submission with Plagiarism check
3	Examination	Individual	40%	100 minutes plus 10 minutes perusal	Week 10, in class	In class
			100%			

Assessment Task 1: Subject selection presentation and reflection

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:	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. Three days following the presentation you will prepare a 500-word reflection that identifies: a) Strengths and areas for improvement of your knowledge of the senior secondary subject areas content, pedagogy or presentation b) 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:	1. Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge. 2. Oral communication skills appropriate for the audience. 3. Professional reflection upon performance to identify a specific and measurable professional learning goal and create a plan for its achievement.

Assessment Task 2: Senior Secondary learning sequence and assessment

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:	You will develop a portfolio that includes the following components. a) Overview of how senior secondary students learn Languages b) Identification and justification of pedagogical approaches, resource use, assessment and moderation processes appropriate for the senior secondary Language syllabus c) Senior formative assessment task and justification as preparation for summative assessment in Languages d) Two 75-minute sequenced lesson plans or equivalent that use teaching strategies and resources including (ICT) appropriate to the subject area
Criteria:	1. Applied knowledge and understanding of senior secondary curriculum content and pedagogy to meet the needs of learners. 2. Justification of pedagogy, resource selection, assessment, and moderation. 3. Creation of lesson sequences and assessment 4. Use of credible evidence and sources. 5. Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions.

Assessment Task 3: Examination

Goal:	The goal of this task is to demonstrate your knowledge and application of course topics.
Product:	Examination
Format:	An exam will provide you with the opportunity to provide evidence of your engagement with Course topics that include the following core topics: • Australian Curriculum and Queensland Senior Secondary Curriculum Languages • Career education as senior secondary curriculum • Pedagogy and resource selection for teaching senior secondary • Formative and summative assessment strategies • Moderation and reporting • Aboriginal and Torres Strait Islander histories, cultures and languages and Languages • Implementation of ICT, literacy and numeracy in senior secondary • Strategies to evaluate teaching programs • Strategies for differentiating teaching to meet the specific learning needs of students 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.

Criteria:	1. Knowledge and understanding of:
	   • Senior secondary curriculum and pedagogy
	   • Assessment planning and design
	   • Literacy, numeracy and ICT
	   • Selection of resources to support student learning
	2. Use of credible evidence and sources
	3. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions

7.   What are the course activities?

7.1   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. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
Week 1	Introduction to the senior secondary curriculum Languages Scope and structure of the course Analysis and understanding of the features, requirement outcomes and standards of the Australian Curriculum and its application in Queensland. Ethical practice in senior secondary schooling.
Week 2 -4	Planning and preparing for senior student learning needs Approaches to assessment and achieving career outcomes Communicating in the educational environment with parents/carers, students and colleagues Week 3 feedback in tutorial on subject selection presentation Week 4 in-class simulated subject selection event and parent/student questions
Weeks 5-6	Creating dialogue in the classroom – exploring whole class discussion and debate Understanding learner diversity, exploring abilities and identities Evaluating learning programs in your teaching area. Connecting curriculum, assessment and learning sequences in your teaching area. Selection of resources including ICT for learner engagement in your teaching area. Literacy and numeracy demands in your teaching area Promotion of general capabilities and 21st-century skills through your teaching area. Embedding Aboriginal and Torres Strait Islander knowledge and perspectives in your teaching area. Exploring senior secondary classrooms.
Weeks 7-9	Designing quality assessment tasks for Languages classrooms Moderation and consistency of judgments Reporting to parents/carers and students
Week 10	Examination in class

Please note that the course content may be subject to variation.

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

Please note that 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)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
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.   Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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:
a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   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

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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

10.7   Education Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Subject selection presentation and reflection	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Understand how students learn 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.7 Describe a board range of strategies for involving parents/carers in the educative process. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
Task 2: Senior Secondary learning sequence and assessment	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 1.2 Understand how students learn 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

	3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
	3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
	3.3 Include a range of teaching strategies.
	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
	3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
	5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
	5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.
Task 3: Examination	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
	2.2 Organise content into an effective learning and teaching sequence.
	2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
	2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
	2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
	2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
	3.3 Include a range of teaching strategies.
	3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
	3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
	5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
	5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
	5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
	5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
	5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning

EDU765 Professional Experience: Orientation to the Profession

First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion

EDU713 Individual Learner Needs

EDU715 Literacy and Numeracy across the Curriculum

EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning

EDU766 Assessing Learning

EDU714 Professional Experience: Managing Learning Environments

Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning

EDU718 Teacher as Researcher

EDU719 Teacher as Global Practitioner

EDU720 Professional Experience: The Professional Teacher