

EDU379

# Teaching Senior Secondary Languages

School: School of Education and Tertiary Access

2024 Semester 2

UniSC Sunshine Coast

 BLENDED  
LEARNING

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

Please go to [usc.edu.au](http://usc.edu.au) 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 knowledge and skills for implementing the Queensland Senior Secondary Languages Learning Area. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse 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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – This is a blended Learning course, and you are required to engage with Canvas materials and complete related activities.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – You will engage in activities during face to face tutorials based on the Learning Materials	2hrs	Week 1	10 times

### 1.3. 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?

300 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
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.	Knowledgeable Creative and critical thinker	2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.5, 5, 5.1, 5.2, 5.3, 5.4, 5.5
2 Design and implement masterful teaching and learning strategies, including ICT, that support the diversity of learners engaged in senior secondary languages learning.	Knowledgeable Creative and critical thinker	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, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
3 Reflect on and evaluate senior secondary Language curriculum design and implementation with a focus on how students learn.	Knowledgeable Creative and critical thinker	1, 1.2, 1.5, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
4 Plan and teach using relevant pedagogy	Knowledgeable Creative and critical thinker	

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP</b>	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2	PROFESSIONAL KNOWLEDGE: 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
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
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.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3	PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning

CODE	COMPETENCY
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5	PROFESSIONAL PRACTICE: 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.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: 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



## 5. Am I eligible to enrol in this course?

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

### 5.1. Pre-requisites

Enrolled in (Program AE304 and a Japanese Studies Major or Japanese Studies Extended Minor)

### 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

Progressive feedback via an online quiz prior to census date.

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%	20 minutes	Week 3	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	40%	Oral is 10 minutes and written is 1500 words minimum	Week 6	Online Assignment Submission with plagiarism check
All	3	Creative Performance	Individual	50%	30 mins micro teaching episode; a two page lesson plan	Week 10	In Class

All - Assessment Task 1: Online quiz

<b>GOAL:</b>	The goal of this task is to develop your understanding of the QCAA Senior Secondary syllabus for Languages		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	<p>You will answer a series of short answer questions in relation to the key components of the senior syllabus syllabus: the aims and objectives, rationale, 21st century skills and assessment, as well as the key structures and organisation of the syllabus.</p> <p>More details will be provided in tutorials and seminars</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge.	1 2 3

All - Assessment Task 2: Advocacy video with written summary

<b>GOAL:</b>	The goal of this task is to develop your ability to 'sell' your subject in a secondary school setting such as a subject selection evening. You must explain key aspects of the syllabus, especially assessment, as well as the benefits of taking an additional Language and specific reasons why your target Language should be studied by students at Senior Secondary		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	<p>Oral: promote your subject to a relevant audience, explain why your subject and target Language should be studied by students, explain significant aspects of the syllabus.</p> <p>Written: The written is not just a written version of the oral presentation. It must include research based on the benefits of learning an additional Language as well as the specific benefits of learning your target language. it must be fully referenced.</p> <p>More details will be provided in tutorials and seminars</p>		

CRITERIA:	No.	Learning Outcome assessed
	1	Applied knowledge and understanding of senior secondary curriculum content and pedagogy to meet the needs of learners. <span>1 2 3</span>
	2	Knowledge and understanding of the benefits of learning an additional Language including your target Language. <span>1 2 3</span>
	3	Use of credible evidence and sources. <span>1 2 3</span>
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation and APA referencing conventions. <span>1 2 3</span>
	5	Oral communication skills appropriate to audience <span>1 2 3</span>

### All - Assessment Task 3: Micro teaching

<b>GOAL:</b>	The goal of this task is for you to engage in micro teaching, teaching your peers your language using relevant pedagogical approaches								
<b>PRODUCT:</b>	Creative Performance								
<b>FORMAT:</b>	Review the pedagogical approaches you discussed in assessment task 2, plan and submit a lesson plan using relevant pedagogical approaches in senior secondary, teach your peers that lesson plan for 30 minutes in a Language of your choice.								
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge and understanding of the senior syllabus for your target Language <span>1 2 3</span></td> </tr> <tr> <td>2</td> <td>Ability to teach your language using relevant pedagogical approaches and appropriate teaching skills <span>1 2 3 4</span></td> </tr> <tr> <td>3</td> <td>Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span>1 2 3</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Knowledge and understanding of the senior syllabus for your target Language <span>1 2 3</span>	2	Ability to teach your language using relevant pedagogical approaches and appropriate teaching skills <span>1 2 3 4</span>	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span>1 2 3</span>
No.	Learning Outcome assessed								
1	Knowledge and understanding of the senior syllabus for your target Language <span>1 2 3</span>								
2	Ability to teach your language using relevant pedagogical approaches and appropriate teaching skills <span>1 2 3 4</span>								
3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span>1 2 3</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. 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 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

If Standard graded course, add:

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 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. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC 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:

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

**Tel:** +61 7 5430 2890

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