

# EDU413 Teaching the Australian Curriculum: Languages

**School:** School of Education and Tertiary Access

2025 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Fraser Coast

**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, unless your program has specified a mandatory onsite requirement.

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 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	9 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>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	9 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

### 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

Learning about teaching EALD students

General Capabilities and Languages across the curriculum

Cross-Curricular priorities and Languages

Reflective Action Plans

Frameworks for teaching the Intercultural capability

## 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
1 Examine language policy and the Australian Curriculum Languages to determine the impact on learning and teaching.	Knowledgeable Empowered	1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 6.2, 6.4
2 Analyse language learning literature and the Australian Curriculum Languages and discuss the value of learning languages in primary education.	Knowledgeable Empowered	1.2, 1.3, 1.4, 2, 2.1, 2.3, 6
3 Apply the Cross Curriculum Priority Asia and Australia's Engagement with Asia and evaluate the challenges for primary teachers.	Empowered	1, 1.2, 1.3, 2, 2.1, 2.3, 6, 6.1, 6.2, 6.4, 7.2
4 Analyse own and others' perceptions of culture, race and language learning to improve future teaching practice.	Knowledgeable Empowered	1, 1.2, 1.3, 1.4, 2, 2.1, 2.3, 2.4, 3.6, 6, 6.1, 6.2, 6.3, 6.4, 7, 7.1, 7.2

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
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.

CODE	COMPETENCY
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
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
2.3	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.
3.6	Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
6	PROFESSIONAL ENGAGEMENT: 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.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7	PROFESSIONAL ENGAGEMENT: Engage professionally with colleagues, parents/carers and the community
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

## 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 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 quiz submitted prior to census. This will provide early feedback to students.

### 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 questions	Week 3	Online Test (Quiz)
All	2	Essay	Individual	40%	2000 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	50%	10 minute video	Week 10	Online Submission

#### All - Assessment Task 1: On-line quiz

GOAL:	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.				
PRODUCT:	Quiz/zes				
FORMAT:	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				
CRITERIA:	No.				Learning Outcome assessed
	1	Knowledge and understanding of the the Australian Curriculum			1 2 3
GENERIC SKILLS:	Communication, Problem solving, Organisation				

#### All - Assessment Task 2: Essay

GOAL:	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				
PRODUCT:	Essay				
FORMAT:	You are to write an academic essay that discusses the benefits of learning an additional Language in primary school. Further details will be available in week 1 during tutorials and seminars				
CRITERIA:	No.				Learning Outcome assessed
	1	Knowledge and understanding of the benefits of learning an additional Language).			2
	2	Ability to write coherently applying key APA conventions, grammar, spelling, structure,			2 3
	3	Ability to link the General Capabilities and the Cross Curricular Prioritiess to the benefits of learning an additional Language			1 2 3
GENERIC SKILLS:	Communication, Problem solving, Organisation, Applying technologies				

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

<b>GOAL:</b>	The goal of this task is to assess your new understanding of the value of learning Languages for all students including EALD students, the challenges faced, analyse this information and articulate an action plan in order to effect change. The action plan will be delivered via a 10 minute video		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	Devise an explicit reflective action plan and deliver this action plan via a 10 minute video.  More details will be provided in week 1 tutorials and seminars		
<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	Ability to analyse, reflect and apply this knowledge to articulate strategies for future practice in an action plan	1 4
	3	Oral communication skills	1 4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

## 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.

### 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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty  
From 15 minutes to 30 minutes: 20% penalty  
More than 30 minutes: 100% penalty

### 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)