

<b>Subject Title:</b>	Languages Secondary Curriculum 1		
<b>Subject Code:</b>	EDU4LA1	<b>Credit Points:</b>	15
<b>Teaching Period:</b>	Semester 1	<b>Mode:</b>	Blended
<b>Prerequisite:</b>	NA	<b>Level:</b>	4
<b>Subject Description:</b>			
<p>This unit is designed to establish a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, planning, assessment and reporting in Languages Education for students in the primary, junior and middle years of schooling (Foundation - Year 10). The unit is designed to develop pre-service teachers' understanding of contemporary theory, concepts and skills related to students beginning the formal learning of languages and bridging institutional transitions (e.g. primary to secondary school) in ways that also address cross-curriculum priorities. Theoretical concepts, pedagogical principles as well as state and national curriculum structures related to languages other than English and developing plurilingualism are examined and applied in the evaluation, design and implementation of learning resources that are responsive to the needs of diverse learners.</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers (APST)</b>			
Upon successful completion of this subject, you will be able to:			APST
1	Demonstrated knowledge and understanding of the concepts, substance and structure of the content and teaching strategies related to languages, and an in-depth understanding of how students commence formal learning of languages or transition into new learning experiences.	2.1	
2	Critically analysed, planned, synthesised and implemented a range of languages learning and teaching activities and sequences for diverse students from Foundation to Year 10. These include a variety of pedagogical approaches and resources (including ethical pedagogy and use of resources including prior and family experiences, diverse media and ICT) appropriate to state and national curricula.	2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 4.4	
3	Justified, described, designed and evaluated a unit of work involving a variety of teaching strategies addressing issues specific to one language other than English in ways that cater for individual and cultural differences in student learning across the full range of abilities and prior experiences and integrate general capabilities and cross curriculum priorities in Languages Education.	2.5, 2.6, 3.3, 4.1	
4	Examined the relationships between assessment, feedback and reporting, learning task design, student engagement and understanding in languages other than English and applied these relationships to the development and modification of curriculum documents.	2.3, 5.1	

<b>Assessment:</b>				
Assessment Summary		Word Count Equivalence	%	APST
1	Task 1: Personal philosophy statement	900	20	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1
2	Task 2: Evaluation of Teaching Resources	1800	40	2.1, 2.6, 3.1, 3.4, 4.5
3	Task 3: Curriculum-based Unit Plan	1800	40	2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.4, 5.1
Assessment Details (including Assessment Criteria)				
1	<p>You will reflect on the diversity of learners, their backgrounds and learning purposes in developing a brief statement about your personal philosophy in relation to teaching languages.</p> <p><b>Assessment Criteria</b></p> <p>You will be expected to address:</p> <ol style="list-style-type: none"> <li>Both monolingual and plurilingual learners</li> <li>As appropriate 'transitions' from home, pre-school or a previous school</li> <li>Relations between your own experiences of learning the language and your view of what and how you will approach the teaching of the language</li> <li>Learning issues that are specific to the language/culture of the language that you are teaching</li> </ol> <p>How your teaching connects with your students' learning of English</p>			
2	<p>Students will be assigned a topic for teaching for a relevant section of the Foundation-10 curriculum. You will be required to justify why you have selected this section. You will collect a rich range of resources for that topic relevant to diverse learners and experiences. You will source 30 resources from a variety of quality locations including but not restricted to those developed by Government and Professional Associations in Australia. From these resources you will select five to analyse. You will analyse the intended learning(s) and how the learning is supported by the use of this resource. The precise intended contribution to student learning will cover both ability to use language and knowledge about language as well documenting how the resource addresses student learning styles, differentiation, use of new technologies, engagement for all, including those with varied home backgrounds in the language, hands-on learning activities, assessment, innovation and creativity. For each activity you will indicate how you would use the resource in the classroom. A showcase of one of these activities will be presented in a microteaching session. The show case will be marked with graduate standards in mind and provide formative feedback to scaffold Task 1 submission. For each of the 25 resources that you exclude, you will identify why you did not select it.</p> <p><b>Assessment Criteria</b></p> <ol style="list-style-type: none"> <li>Identification of five different resources with references.</li> <li>Identification of the anticipated use of new technologies – referring to the relevant study design.</li> <li>Evaluation of the suitability of the activity for the cohort of learners identified and appropriateness of the strategies for use.</li> <li>Analysis – A succinct description of the resource. What type is it? What does it entail? How easy is it to use and assess?</li> <li>Pedagogy – How this can be used in teaching and learning. Its limitations, benefits (engagement and educational value) and strategies for use and flexibility in the field.</li> <li>Appropriate references cited and used.</li> <li>Clear, coherent, consistent and appropriate presentation, including use of English and the relevant other language.</li> </ol> <p>Appropriate referencing according to APA 6.</p>			
3	<p>In relation to the same topic as Task 2 you will design a three week unit of work covering at least the following aspects of the topic: "Introduction", "Learning experiences", "Cross-curriculum connections" and "Assessment and Reporting". Not all of the topic needs to be covered. You will need to use teacher judgement as to the timing, extent and sequence required. You should use your Task 2 resource collection thoughtfully, but also incorporate additional material as part of this Task.</p> <p>This Unit of Work is to include a clearly organised, succinct overview of the unit, one detailed lesson plan, reference to one diagnostic, one formative and one summative assessment task, a clear orientation to selected</p>			

curriculum (curriculum document, learning area, learning level), and an overarching justification and illustration of pedagogical and curricular considerations (incorporating evidence and philosophy based on discussions and readings in this subject).

**Assessment Criteria**

1. The rationale for discipline content and pedagogical approaches are clearly outlined and thoughtfully considered for purposeful learning
2. The unit plan is correctly developed from F-10 Curriculum/Australian Curriculum/VCAA documents with sophisticated, but critical attention to intended learning areas, outcomes and levels of learning in the discipline
3. The unit of work includes a coherent overview and detailed lesson plan with strong evidence of the interactive nature of teaching and learning.
4. The unit plan is engagingly scaffolded and solidly aligned with the rationale and containing appropriately placed assessment tasks

The unit plan and lesson address best use of resources in teaching as identified in Task 2

Learning Resources	
Required Texts	
1	Lightbown, P. & Spada, N. (2013) <i>How languages are learned</i> , 4 <sup>th</sup> Ed. Oxford: Oxford University Press. Scarino, A. & Liddicoat, A. (2009) <i>Teaching and learning languages: A guide</i> . Canberra: Department of Education, Employment and Workplace Relations. <a href="http://www.tllg.unisa.edu.au/lib_guide/gllt.pdf">http://www.tllg.unisa.edu.au/lib_guide/gllt.pdf</a>  Chapters from each of these resources will be referred to in each week of the subject.
Recommended Reading	
1	Indicated in appropriate week below

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	<b>Learning Languages:</b> What is involved in developing plurilingualism?	Students will consider their own and others' experiences in order to formulate a view of what language is, what's involved in developing plurilingualism in both first and additional language learners and articulate the consequences of these views for approaches to teaching languages.
2	<b>Institutional contexts for languages learning:</b> Learning in the early years and beginning to learn a language	Students will consider the different influences of age and experience on languages learning and how these play out in learners from different backgrounds. Students will consider the role of age, home background and literacy in shaping learners initial approaches to the formal learning of languages and the consequences of these insights for approaches to teaching languages.
3	<b>Developing communicative capacity:</b> What does it mean to communicate in a language?	Students will consider the different influences of age and experience on languages learning and how these play out in learners from different backgrounds. Students will consider the role of age, home background and literacy in shaping learners initial approaches to the formal learning of languages and the consequences of these insights for approaches to teaching languages.
4	<b>Developing literacy:</b> What is involved in developing reading and writing for different languages for learners from different backgrounds?	Students will explore the relationships between written systems and sound (sign) systems for diverse languages and the implications of these diverse relationships for developing both reading/writing and spoken/signed communication in learners from diverse backgrounds and across diverse modalities of communication.
5	<b>Professional Associations and resources</b>	Students will engage with the specific State, National and international resources (Professional Associations and sources of teaching materials) that can be accessed to support languages teaching and identify. Students will identify relevant professional associations, both language-specific and other that can support their own teaching
6	<b>Curriculum documents</b>	Students will compare and contrast State and National curriculum documents, locate specific documents relevant to their own language and consider the specific frameworks for and resources to support learners from diverse backgrounds in their initial formal learning of the language.
7	<b>Teaching resources</b>	Students will compare and contrast different teaching resources, both analogue and digital to identify what they offer for initial formal language learning for learners from diverse backgrounds and compile an initial list of resources relevant to their language with an evaluation of their specific strengths and weaknesses.
8	<b>Microteaching</b>	Video record microteaching to peers and use their feedback to identify your priorities in developing an effective approach to languages teaching.
9	<b>A multi-literacies approach to languages teaching</b>	Students will explore the connections between the diverse modalities of language use and the ways in which they intersect to support languages learning.
10	<b>Integrating languages with the curriculum and re-shaping the curriculum</b>	Students will consider the unique cultural positioning/attributes of each language and the specific ways in which each language can connect with the overall 'Australian' curriculum and its dominant English/Anglo framing. Implications of this for collaborative work with teacher colleagues in developing both plurilingualism and inter-cultural capacity will be explored.

11	<b>Alternative options in assessment and reporting</b>	Students will consider the relations between assessment as, of and for learning and the different responsibilities of teachers, students themselves and peers for the different kinds of assessment and how they can contribute to both portfolio-based approaches to assessment to support effective communication with students, parents and other teachers.
12	<b>Recognising and supporting progress in learning languages</b>	Building on perspectives on assessment, students will re-consider their views of plurilingualism, languages and languages learning to provide a more explicit framing of how initial formal languages learning should be implemented in relation to both the diverse backgrounds of learners and the diversity of their future pathways.

<b>Assessment</b>	
<b>Assessment Task No.</b>	<b>Description of task:</b>
1	Personal Philosophy Statement
<b>APST</b>	<b>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</b>
2.1	Week 1, Week 2, Week 3, Week 4, Week 9, Week 10, Week 12
2.5	Week 4, Week 9
3.1	Week 8, Week 10, Week 12
<b>Assessment Task No</b>	<b>Description of task:</b>
2	Evaluation of Teaching Resources
<b>APST</b>	<b>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</b>
2.1	Week 1, Week 2, Week 3, Week 4, Week 9, Week 10, Week 12
2.6	Week 4, Week 7, Week 9
3.1	Week 8, Week 10, Week 12
3.4	Week 5, Week 6, Week 7, Week 8
4.5	Week 4, Week 12
<b>Assessment Task No</b>	<b>Description of task:</b>
3	Curriculum-based Unit Plan
<b>APST</b>	<b>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</b>
2.1	Week 1, Week 2, Week 3, Week 4, Week 9, Week 10, Week 12
2.2	Week 8, Week 9, Week 10
2.3	Week 9, Week 10, Week 11, Week 12
2.5	Week 4, Week 9
3.1	Week 8, Week 10, Week 12
3.2	Week 9, Week 10, Week 11, Week 12
3.3	Week 8, Week 12
4.1	Week 1, Week 2, Week 3, Week 8, Week 11
5.1	Week 11, Week 12