TEP 431

Languages in the Secondary School I

S1 Day 2015

Dept of Education

Contents

General Information

Unit convenor and teaching staff Unit Convenor Robyn Moloney robyn.moloney@mq.edu.au Contact via robyn.moloney@mq.edu.au C3A810	
Credit points 3	
Prerequisites TEP388(P) or TEP395(P)	
Corequisites TEP401	
Co-badged status	

Unit description
This unit examines current approaches to language teaching theory and practice, and their application to syllabus requirements in New South Wales primary and secondary schools. Topics to be covered include planning for effective teaching; developing communication skills; integrating language and culture; appraisal of teaching materials; negotiating the curriculum; and classroom management.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages

demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement

create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior

knowledge, needs and interests and ability and learning style

devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies

integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum

Assessment Tasks

Name	Weighting	Due
Intercultural reflection	30%	week 5
Key features	35%	week 10
unit of work	35%	week 13

Intercultural reflection

Due: **week 5**
Weighting: **30%**

Critical reflection: Understanding the personal teacher role in student intercultural development

On successful completion you will be able to:

- demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement
- integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum

Key features

Due: **week 10**
Weighting: **35%**

Design and demonstrate a key feature of quality language teaching and learning

On successful completion you will be able to:

- Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages

- demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement
- create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style
- devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies

unit of work

Due: **week 13**
Weighting: **35%**

Design a 2- week unit of work using the K-10 Language Syllabus, with assessment tasks and resources

On successful completion you will be able to:
- Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages
- demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement
- create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style
- devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies

Delivery and Resources

Technology Required: Unit Website

Thus unit has an iLearn website. It is necessary to have a computer and to access the Internet in order to complete this Unit. During the semester you must visit the TEP431 website regularly. It will contain useful information about the Unit, including copies of lecture slides for the purposes of revision. There are many computers on campus (in the library and the Student Union and the TEL Centre at C5A) for this purpose. Assessment tasks call for diverse uses of technology

Unit Schedule

11 weekly 3- hour workshops

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement
- create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style

Assessment tasks

- Key features
- unit of work

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment task

- unit of work

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum

Assessment task

- Intercultural reflection

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages
- demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement
- create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style

- devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies

Assessment tasks

- Intercultural reflection
- Key features
- unit of work

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages
- create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style
- devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies

Assessment tasks

- Intercultural reflection
- Key features
- unit of work

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- integrate the modelling of personal intercultural reflection, in using questioning

techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum

Assessment tasks

- Intercultural reflection
- unit of work

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies
- integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum

Assessment task

- Intercultural reflection