TEP 432

Languages in the Secondary School II

S2 Day 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
TEP431 and TEP401(S)

Corequisites
TEP402 or EDTE404

Co-badged status

Unit description
This unit provides an extension of the work undertaken in TEP431. Topics include
assessment; meeting the needs of individual students; languages and the community; and
curriculum renewal. Intending primary students focus upon the integration of languages
across the key learning areas. Those intending to teach at secondary level focus upon ways
of developing all language skills through study of the prescribed senior options.

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:

describe the features of the Stage 1-6 Languages syllabuses in New South Wales

develop effective lesson plans

create variety learning resources, and assessment tasks

understand role of language teacher in advocacy and interacting with community

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflection on practicum	35%	No	week 6
Advocacy resource	30%	No	week 8
Unit of work	35%	No	week 14

Reflection on practicum

Due: **week 6**
Weighting: **35%**

Critical reflection Essay

On successful completion you will be able to:
- develop effective lesson plans
- create variety learning resources, and assessment tasks

Advocacy resource

Due: **week 8**
Weighting: **30%**

ICT-based creation of resource for languages advocacy to parents and community

On successful completion you will be able to:
- understand role of language teacher in advocacy and interacting with community

Unit of work

Due: **week 14**
Weighting: **35%**

Create Stage 6 unit with resources and assessment

On successful completion you will be able to:
- describe the features of the Stage 1-6 Languages syllabuses in New South Wales
- develop effective lesson plans
- create variety learning resources, and assessment tasks

Delivery and Resources

Delivery : this unit is offered in 11 workshops (weeks 3-13), of 3 hours duration, Tuesday 4pm-7pm.

Resources: this unit is supported by resources supplied on iLearn, and wider reading available through the library

Changes: This unit has had changes made to it since its last offering, due to evaluation, student input and consultation

Technology : Students need access to a computer and the internet.

Unit Schedule

week	content
1	no class
2	no class
3	Introduction; critical discussion of practicum, Behaviour management; Good language teaching
4.	Beginners syllabus
5.	Understanding adolescents and activities.ICTs for senior teaching ;
6.	Continuers syllabus. Advocacy for languages
7.	Writing assessment items in listening and reading Stage 6 and focus on Listening
8	Teaching in the TL What is good assessment?
9.	Higher order Thinking skills in languages- the Extension syllabus
10.	Teaching Grammar Stage 6. ACARA and the Australian Curriculum : Languages
11.	Extension syllabus. Visual literacy skills. Autonomous learning in languages.
12.	presentations assessment 3
13	presentations assessment 3

Learning and Teaching Activities

workshops

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- develop effective lesson plans
- create variety learning resources, and assessment tasks
- understand role of language teacher in advocacy and interacting with community

Assessment tasks

- Advocacy resource
- 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:

Learning outcomes

- create variety learning resources, and assessment tasks
- understand role of language teacher in advocacy and interacting with community

Assessment task

- Unit of work

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

- describe the features of the Stage 1-6 Languages syllabuses in New South Wales
- develop effective lesson plans
- create variety learning resources, and assessment tasks

Assessment tasks

- Reflection on practicum
- 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 outcome

- develop effective lesson plans

Assessment tasks

- Reflection on practicum
- 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 outcomes

- create variety learning resources, and assessment tasks
- understand role of language teacher in advocacy and interacting with community

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 outcome

- understand role of language teacher in advocacy and interacting with community

Assessment task

- Advocacy resource