



TEP 432

Languages in the Secondary School II

S2 Day 2019

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Sue Ollerhead

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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:

- UO1. Demonstrate knowledge of the features of the Stage 1-6 Languages syllabuses in New South Wales schools; interpret and implement syllabus requirements
- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration of students' prior knowledge, needs and interests and ability and learning style
- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement
- UO4. appreciate the role of the language teacher, communicating within the school and

the school community

General Assessment Information

Your grade will be based on a holistic judgment of the total assignment against the performance-based standards supplied. Please read these carefully.

Extensions and Late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

<https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Critical Reflection PE</u>	50%	No	week 7

Name	Weighting	Hurdle	Due
Advocacy resource	40%	No	week 11
Participation	10%	No	throughout unit

Critical Reflection PE

Due: **week 7**

Weighting: **50%**

Write a 1700-2000 words critical reflection on your professional experience in one or more schools. This will cover both your own development and your observation of your Supervising Teacher's or other teachers' teaching. You are expected to incorporate a minimum of five (5) relevant research readings into your critique, explaining and supporting your critique of practice. In doing so:

a) Provide a brief critical analysis of the context/culture of your classes/ school and the health of languages education in the school, in light of AFMLTA standards (approx. 300 words)

b) Identify and contextualize at least THREE (3) teaching strategies used by either yourself, your supervising teacher or another teacher and analyse their effectiveness, making links with the relevant literature. You may consider the significance of the strategies against standards of quality teaching (E.g QTF). For example, the teacher's use of formative assessment, group work, motivating strategies, design of tasks, use of ICTs, using TL, intercultural strategies, behaviour management, one or two of the SAVI principles? etc. How and why do they work to produce motivation, and strong language acquisition? (approx. 1200 words)

From your professional experience, outline your personal philosophy of teaching and learning languages. (approx 300 words)

On successful completion you will be able to:

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- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration of students' prior knowledge, needs and interests and ability and learning style
- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement
- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Advocacy resource

Due: **week 11**

Weighting: **40%**

This assignment asks you to:

- create an **original ICT-based Languages Promotion Resource** (using either **weebly, prezi, or other new media, or a pamphlet made with PUBLISHER**) for your students' **parents** about the language learning the students have achieved this term, and why it is beneficial and important.
- Interpret and convey the value of languages education for parent audience, showing understanding of parent perspective and interest
- Demonstrate use of at least 5 sources of relevant literature, research, media, to support your advocacy.
- Represent issues of language significance in wider community
- Demonstrate ICT skills in your creation, organisation of your resource, its visual appearance, and provision of Links to further resources.

On successful completion you will be able to:

- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Participation

Due: **throughout unit**

Weighting: **10%**

Students will be assessed on a number of specific in-class tasks, online tasks and their professional contribution to workshops

On successful completion you will be able to:

- UO1. Demonstrate knowledge of the features of the Stage 1-6 Languages syllabuses in New South Wales schools; interpret and implement syllabus requirements
- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration of students' prior knowledge, needs and interests and ability and learning style
- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement

Delivery and Resources

This unit is taught in workshop mode and weekly reading is an important component. Copies of the lecture slides and notes are available from the University's *iLearn* website for TEP432.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

The unit builds on TEP431, extending students' knowledge understanding and skills relating to becoming language educators in the school context. Stages 1-3 remain vital, and further skills and new developments in primary languages teaching will be explored. This unit will also investigate in more depth the syllabus requirements Stage 4-6, the Stage 6 syllabuses, assessment practice, advocacy for languages, ongoing professional development for languages teachers, and the external responsibilities of Stage 6 curriculum

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration

of students' prior knowledge, needs and interests and ability and learning style

- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement
- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment tasks

- Advocacy resource
- Participation

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 outcome

- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment task

- Advocacy resource

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

- UO1. Demonstrate knowledge of the features of the Stage 1-6 Languages syllabuses in New South Wales schools; interpret and implement syllabus requirements

- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration of students' prior knowledge, needs and interests and ability and learning style
- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement
- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment tasks

- Critical Reflection PE
- Advocacy resource
- Participation

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

- UO1. Demonstrate knowledge of the features of the Stage 1-6 Languages syllabuses in New South Wales schools; interpret and implement syllabus requirements
- UO2. Demonstrate ability to develop effective lesson plans with thoughtful consideration of students' prior knowledge, needs and interests and ability and learning style
- UO3. Demonstrate ability to create a variety of learning resources and activities and adapt existing resources effectively to suit different learners' needs; this involves: (a) incorporating a range of media/technology effectively (b) design appropriate assessment tasks and report on student achievement
- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment tasks

- Critical Reflection PE
- Advocacy resource

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

- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment tasks

- Critical Reflection PE
- Advocacy resource
- Participation

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

- UO4. appreciate the role of the language teacher, communicating within the school and the school community

Assessment task

- Advocacy resource