EDST8220

Teaching Languages in the Secondary School 1

Session 2, Special circumstances 2021

Macquarie School of Education

Contents

Disclaimer

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
Convenor
Sue Ollerhead
susan.ollerhead@mq.edu.au
Contact via email: susan.ollerhead@mq.edu.au
X5B362
Please email for an appointment

Credit points
10

Prerequisites
EDST8237

Corequisites

Co-badged status

Unit description
This unit critically examines current approaches to language teaching theory and practice, and their application to syllabus requirements in New South Wales secondary schools. With knowledge of relevant research, topics covered include planning for effective teaching; developing communication skills; integrating language and culture; appraisal of teaching materials; motivation within language learning; 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:

> **ULO1:** Demonstrate a rigorous knowledge of evidence-based pedagogy for language learning, through effective lesson plans integrating effective e use of digital technologies.
>
> **ULO2:** Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit the needs of learners with a range prior knowledge, diverse cultural backgrounds, skills and educational contexts.
>
> **ULO3:** Devise lesson and extended learning sequences grounded in understanding of

NSW Languages syllabus outcomes and using a variety of effective teaching/learning and assessment strategies.

ULO4: Integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses.

ULO5: Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.

ULO6: Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has

been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received

- 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.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.

- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at <u>all</u> assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Intercultural pedagogy	45%	No	23:59 6/9/2021
Unit of work	45%	No	23:59 7/11/2021
Participationi	10%	No	7/11/2021

Intercultural pedagogy

Assessment Type [1]: Essay
Indicative Time on Task [2]: 20 hours
Due: **23:59 6/9/2021**
Weighting: **45%**

1500 words. Intercultural autobiographical narrative, consideration of intercultural pedagogy and teacher role, with design of pedagogical application

On successful completion you will be able to:
- Create a variety of differentiated learning resources and activities and adapt existing
  resources effectively to suit the needs of learners with a range prior knowledge, diverse

cultural backgrounds, skills and educational contexts.

- Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.
- Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

Unit of work

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 20 hours
Due: **23:59 7/11/2021**
Weighting: **45%**

2500 words. Design a two-week unit of work using the K-10 Languages syllabus, with assessment tasks and resources

On successful completion you will be able to:

- Demonstrate a rigorous knowledge of evidence-based pedagogy for language learning, through effective lesson plans integrating effective e use of digital technologies.
- Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit the needs of learners with a range prior knowledge, diverse cultural backgrounds, skills and educational contexts.
- Devise lesson and extended learning sequences grounded in understanding of NSW Languages 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.

Participationi

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **7/11/2021**
Weighting: **10%**

Demonstration of participation in Zoom tutorials and online forum activities

On successful completion you will be able to:
- Demonstrate a rigorous knowledge of evidence-based pedagogy for language learning, through effective lesson plans integrating effective e use of digital technologies.
- Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit the needs of learners with a range prior knowledge, diverse cultural backgrounds, skills and educational contexts.
- Devise lesson and extended learning sequences grounded in understanding of NSW Languages 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.
- Communicate knowledge of content and pedagogy with scholarship and making extensive, judicious use of supporting evidence and demonstrating complex knowledge of the relevant discipline content, educational theory and practice.
- Develop strategies for and engage in research, reflexive practice and professional dialogue in order to ensure quality student outcomes, evidence-based practice and nurture resilience in teaching practice.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

The unit comprises 10 Weekly modules that involve face to face online tutorials and independent learning. Attendance at face to face tutorials is compulsory as you will be required to demonstrate mastery of the online content in these sessions. You will need to access a copy of the Years 7-10 Syllabus for the language(s) you intend to teach (you can download these from the NESA website).

We will discuss the role of technology in languages education at various times during the unit.

The requirement for technology use by students is that you bring your personal laptop or other device with internet connection to the workshops and prepare your assignments using a computer. This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

This unit requires students to use several ICT and software skills:

• Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

• Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

• Uploading of assessment tasks to iLearn.

Access and technical assistance information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

Recommended reading:

Smith, S. & Conti, G. (2016). *The Language Teacher Toolkit*. CreateSpace Independent. ISBN: 1523214821, 9781523214822

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/su

pport/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Master of Teaching (Primary/Secondary) students

Attendance at all synchronous activities (such as scheduled in person or Zoom tutorials), viewing of lectures, completion of class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional NESA accredited qualification.   All MTeach students must meet 80% of this attendance requirement.

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit

assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address

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- Other iLearn communication functions

External Students

1. The on-campus sessions on are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

THE REMAINING TEXT IN THIS SECTION IS FOR PROFESSIONAL EXPERIENCE UNITS ONLY…

Passing a Professional Experience Unit

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:
    - A Working with Children Check or State/ Territory equivalent. For school

placements this must be verified by DoE before your first placement. practicum s
tudents declarationprobity unit

◦ Anaphylaxis training (practical and online training) (school placements only).
Please note that Anaphylaxis training is only current for 2 years so students will
need to update this, most probably at the start of their final year

◦ Read and acknowledge agreement to abide by the DoE Code of Conduct
(school placements only)

◦ Child Protection Awareness Training (CPAT) (school placements only) (once
only)

◦ Mandatory Child Protection Training (school placements only) (annually)

For more details re school placement requirements see: https://education.nsw.gov.au/teaching-a
nd-learning/professional-learning/pre-service-teacher-resources/induction-for-pre-service-teacher
s/mandatory-pre-requisites-for-pre-service-teachers-participating-.

This includes completing the pre-service teacher acknowledgement: https://education.nsw.gov.a
u/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-r
esources/Document2_Pre-service_teacher_Acknowledgement_October_2020.pdf

Students are responsible for ensuring that their evidence is current. Please be aware that you
may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of
Week 2 to be eligible for a placement. Students may need to withdraw from this unit if
this has not been obtained in time.

- Students who are completing a unit offered by another department are expected to
inform and negotiate with that unit convenor about their professional experience block
dates and to discuss how that unit's requirements can be met. For some situations, it
may mean that you are enrolled externally for that unit so that your attendance for
tutorials for that unit is not impacted.

- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature.
It is incumbent on the student to check the requirements of any assessments or
bookwork prior to submission.

- If a Student is identified being **in need of additional support** for Professional Practice
and/or Bookwork, the Department's '**Additional Support**' procedure will be activated

and they will not be able to withdraw themselves from this Unit.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Professional Experience Unit Placement Expectations

To be eligible to commence the block placement component of this unit, students

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Must meet the participation requirements for the unit
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**

- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

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 help you improve your marks and take control of your study.

- Getting help with your assignment

- Workshops

- StudyWise

- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides

- Ask a Librarian

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.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience: You will analyse an intercultural encounter and examine the notion of 'decentering'

Reflexiveness: You will reflect on elements of your own culture and how to make them more explicit and accessible.