

# TEAC 5016 LANGUAGES CURRICULUM 2

**Credit Points** 10

**Legacy Code** 102890

**Coordinator** Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

**Description** This subject explores contemporary and differentiated approaches to teaching Languages in senior secondary contexts and builds on Languages Curriculum 1. Students will use relevant syllabus documents to develop innovative and engaging lesson plans that cater for a range of HSC language courses and levels. Students will apply a range of effective teaching strategies designed to engage a diversity of learners in a supportive, rich and culturally responsive classroom environment. Digital and other aural/oral resources to assess and improve learning in the senior years in the discipline to develop language acquisition and cultural understanding will be explored. Opportunities for investigation and discussion of current research particularly related to the development of cultural capacity in Languages teaching will be presented.

**School** Education

**Discipline** Teacher Education: Secondary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Postgraduate Coursework Level 5 subject

**Pre-requisite(s)** TEAC 7027 AND  
TEAC 7004 AND  
TEAC 7032

## Learning Outcomes

1. Demonstrate a comprehensive understanding of NSW Languages curricula in Stage 6.
2. Apply socio-cultural perspectives and pedagogical theories and approaches used in the Languages curriculum area for senior students.
3. Present well-constructed, innovative and coherent senior student-centred lessons that extend students' literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of senior assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design relevant, innovative and authentic teaching programs that apply a critically reflective approach to teaching Languages in Stage 6 and include opportunities to develop students' reading, listening, speaking, and writing skills.
6. Use a variety of teaching and learning strategies and resources, including ICT and a range of texts in teaching senior lessons and programs.
7. Reflect on of the secondary teacher's role and engage in professional learning, curriculum construction, and research discussions.

## Subject Content

1. What is the nature of Languages curricula in the senior years of secondary education?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of the subject?
3. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
4. How are lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
6. How do teachers keep students safe during teaching in the subject?
7. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
8. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
9. What records do teachers keep? How are those records used in reporting student performance at the HSC and for awarding the Record of Student Achievement (ROSA)?
10. In what ways has educational research contributed to the teaching and student learning of the subject?
11. What options are open to pre-service teachers to continue to learn about Languages teaching?

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

| Item              | Length     | Percent | Threshold | Individual/<br>Group Task |
|-------------------|------------|---------|-----------|---------------------------|
| Professional Task | 2000 words | 50      | N         | Individual                |
| Portfolio         | 2000 words | 50      | N         | Individual                |

Prescribed Texts

New South Wales Standards Authority [NESA]. (2018) Languages Stage 6 Syllabuses. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/>)

Teaching Periods

## Spring Penrith (Kingswood)

**Day**

**Subject Contact** Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC5016\\_22-SPR\\_KW\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5016_22-SPR_KW_D#subjects))