TEAC 5015 LANGUAGES CURRICULUM 1

Credit Points 10

Legacy Code 102889

Coordinator Mark Richards (https://directory.westernsydney.edu.au/search/name/Mark Richards/)

Description This subject explores contemporary and differentiated approaches to teaching Languages in secondary contexts. Students will use relevant syllabus documents to develop innovative and engaging lesson plans. Students will apply a range of effective teaching strategies designed to engage a diversity of learners in a supportive classroom environment. Digital and other aural/oral resources to assess and improve learning 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/) page.

Level Postgraduate Coursework Level 5 subject

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

Restrictions

Students in program 1714 must have a relevant Language Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

1. Demonstrate a comprehensive understanding of NSW Languages curricula in Stages 4 and 5.
2. Apply socio-cultural perspectives and pedagogical theories and approaches used in the Languages curricula.
3. Present well-constructed, differentiated, innovative and coherent student-centred lessons that include 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 assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design creative and innovative teaching programs that apply a critically reflective and scaffolded approach to teaching a Languages in mandatory and elective stages of secondary schooling and include opportunities to develop students' listening, speaking, and writing skills in this language.
6. Use a variety of teaching and learning strategies and resources, including ICT and a range of texts in teaching lessons and programs.
7. Reflect and research professional learning to develop the discipline of Language teaching.

Subject Content

1. What is the nature of Languages curricula in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in the senior years of secondary education?
2. How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed 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 differentiated language lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to differentiate teaching in the subject? 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 and in particular used towards 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.

Type	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2000 Words	50	N	Individual
Portfolio	2000 Words (Portfolio)	50	N	Individual

Prescribed Texts

New South Wales Standards Authority [NESA]. (2018) Languages K-10 Syllabuses. (https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/)

Teaching Periods

Autumn (2022)
Penrith (Kingswood)
Day
Subject Contact Mark Richards (https://directory.westernsydney.edu.au/search/name/Mark Richards/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC5015_22-AUT_KW_D#subjects)

Autumn (2023)
Penrith (Kingswood)
On-site
Subject Contact Mark Richards (https://directory.westernsydney.edu.au/search/name/Mark Richards/)

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC5015_23-AUT_KW_1#subjects)

Autumn (2023)
Penrith (Kingswood)
On-site
Subject Contact Mark Richards (https://directory.westernsydney.edu.au/search/name/Mark Richards/)