GC-PRIMESL Professional Certificate in Primary ESL

Year and Campus:	2012 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	25 credit points taken over 12 months part time.
Coordinator:	Russell Cross
Contact:	Education Student Centre
Course Overview:	This Professional Certificate program is for primary teachers who have a large number of second-language learners in their classes. The focus of the program is on giving the teachers strategies to support these students in their studies across the curriculum in mainstream classes. This course is only available to sponsored cohorts from the CEO.
Objectives:	On completion of this subject, students will be able to: # Understand the ways in which ESL background can impact on students' schooling; # Identify the particular needs of ESL students in their classes; # Develop strategies for supporting ESL students; # Better understand the language demands of teaching in all curriculum areas; # Scaffold ESL students in their writing across the primary curriculum.
Course Structure & Available Subjects:	There are two core subjects in this course.
Subject Options:	They are:

Subject	Study Period Commencement:	Credit Points:
EDUC90679 Identifying ESL Students' Needs	February	12.50
EDUC90678 Supporting ESL Students	Semester 2	12.50

Entry Requirements:	1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria- • an undergraduate degree and an approved teaching qualification, or equivalent; or • a four year undergraduate teaching degree, or equivalent. 2. The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.
Core Participation Requirements:	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs.The core participation requirements for study in the Melbourne Graduate School of Education are:In all coursesThe ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placementsThe ability to undertake professional practice placements independently, including:a. the ability based

	on personal maturity to establish a professional relationship with students and interact with them appropriately;b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive;c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have;d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom;f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress.Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
Graduate Attributes:	Academically Excellent: The course is based on the latest research into ESL students in primary classrooms. Knowledgeable across disciplines: The course will examine the language demands across the disciplines taught in primary schools. Leaders in Communities: The course is constructed to develop leaders in literacy within schools. Attuned to cultural diversity: The course is designed to develop greater sensitivity to linguistic and cultural diversity in schools. Active global citizens: An international awareness of English as a global language underpins the course, as does an awareness of global migration flows.