

460-691 Managing CLIL Programs

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	This subject is not offered in 2008. Parkville Campus
Time Commitment:	Contact Hours: 18 hours, including 6 hours of student seminar presentations and discussions Total Time Commitment: 120 hours
Prerequisites:	460-684 Content Language Integrated Pedagogy460-685 Linguistics and Sociolinguistics of CLIL
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Coordinator:	Michele de Courcy
Subject Overview:	This 12.5 point subject on managing content language integrated learning programs will focus on management and policy issues including issues of general administration at any level of education but especially in schools; management factors in determining the outcome of language learning and the success of CLIL programs (e.g., time allocation, resources, school support, etc); the role of the administration in supporting the program; developing a school language policy involving CLIL; managing a "language friendly" school; advocacy and justification of such approaches; involving the local and global community; the role of parents; student readiness, selection and grouping; staff selection and development, encouragement of reflective teaching, and specifying teachers' language skills; reporting; and evaluating the success of the program. Students will be required to apply the issues raised to their own teaching context, to present this in a seminar presentation and lead a seminar discussion on it.
Assessment:	Development and justification of a school language policy incorporating CLIL relevant to their own educational context, equivalent to an essay of 1500 words, relevant to Objectives 1 to 12 (especially Objective 11), due by the end of the subject (35%) Oral presentation for 15 minutes followed by discussion of a case supporting the inclusion of CLIL in the school curriculum, the presentation to be suitable for presentation to a relevant audience in their own context (e.g., parents meeting, senior administrators, etc), relevant especially to Objective 12 and equivalent to 750 words, to be distributed through out the subject (20%) End-of-subject written examination equivalent to a 2000 word essay, the examination to be of 2 hours duration, relevant to objectives 1 to 10, due at the end of the subject (45%).
Prescribed Texts:	A list of useful references and other sources will be provided.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # Commitment to professional and academic ethics and excellence # Ability to set personal targets and plan to achieve them # Development of the students' ability to direct their own independent learning

	<ul style="list-style-type: none"># Ability to discuss their discipline area in appropriate English and to communicate it to students# Ability to read critically and present material concisely and coherently in written and oral presentations relevant# Skills in observing teaching, evaluating it and applying their findings to their own teaching situations# Skills in reflecting upon, evaluating and developing their own teaching# Ability to develop pedagogical strategies appropriate to their teaching situation (in CLIL)# Reflect critically on their teaching, program planning and/or the management of relevant educational programs# Understand and apply principles of teaching, assessment and evaluation
Related Course(s):	Master Of Education (Teaching Content Through English)