PC-EDTCE Postgraduate Certificate in Education (Teaching Content through English)

Year and Campus:	2012
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 6 months
Coordinator:	Dr Russell Cross
Contact:	**Education Student Centre (http://www.edfac.unimelb.edu.au/)** Alice Hoy Building
Course Overview:	This postgraduate certificate will develop teachers' capacity to apply their understanding of the theoretical issues and the pedagogical principles underlying content and language integrated learning (CLIL) to teaching within their discipline (i.e., Science, Mathematics or Technology). This includes an introduction to the general pedagogical issues that impinge on the success of content and integrated language learning (CLILI), and an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of such courses.
Objectives:	On completion of this course, students should be able to demonstrate: # ability to apply their understanding of the theoretical issues and the pedagogical principles to the teaching of their discipline (i.e., Science, Mathematics or Technology) # a high level of competence in the practice of teaching their discipline through English to students whose first language is other than English # familiarity with the different approaches that have been adopted to 'content language integrated teaching' in their discipline # familiarity with the language-specific terminology and other language features of their discipline and understanding of the differences between the discipline-specific language and the language of the everyday world # personal proficiency in the text forms or genres appropriate to their particular discipline and an ability to model these and teach them effectively # ability to identify and evaluate successful classroom practice in CLIL, both their own and others' # development of the students' understanding of the range of approaches to research in this form of teaching # familiarity with and an ability to apply the principles and practices of current methodology as used in the teaching of their particular discipline including course design, teaching techniques, assessment, materials selection and the use of ICT # understanding of the pedagogical issues that impinge on the success of courses taught through a second or foreign language # knowledge of the general pedagogical principles and practice entailed in teaching through a second or foreign language, including such issues as appropriately managing use of the first language, code switching, and bilingual dialogue, the setting of goals and objectives, and identifying the needs of the students # familiarity with the different approaches that have been adopted to 'content language integrated teaching' and with a range of models of CLIL programs # ability to support the language needs (cognitive, linguistic and affective) of students learning through a second or foreign language, to facilitate their comprehension and learning of the content # a basic understanding of the theory and practice of second or foreign language teaching # ability to plan activities in response to specific language learning needs that might arise in the course of teaching their discipline # an understanding of the linguistic, sociolinguistic, cultural and cross-cultural issues that impinge on the success of courses taught through a second or foreign language # an awareness of the relationship between language, concepts and cognition # an understanding of the role of the first language, code switching, and bilingual dialogue # an understanding of the differences between the language of the everyday world and that of their particular discipline (e.g., science, mathematics or technology) and of how bridges may be built from the discipline-specific language to the everyday language

an understanding of the nature of discipline-specific terminology, text structure and oral and written conventions of discipline-specific language
an ability to identify and support the language needs of students who are learning through a second or foreign language, to facilitate their comprehension and learning of the content, and to help students developing their language through a discipline also to develop their general proficiency and their ability to communicate outside of their discipline
an awareness of the nature and implications of the global role of English and the impact that English and learning through English can have on the students' first language

Course Structure & Available Subjects:

Students complete 50 points of study.

Subject Options:

The Postgraduate Certificate in Education (Teaching Content through English) is comprised of three compulsory subjects and one elective.
The compulsory subjects are:

Subject	Study Period Commencement:	Credit Points:
EDUC90481 Content Language Integrated Pedagogy	May, July	12.50
EDUC90482 Linguistics and Sociolinguistics of CLIL	May, September	12.50
EDUC90483 Discipline-Specific Pedagogy A	Not offered 2012	12.50

One of the following subjects is chosen as an elective:

Subject	Study Period Commencement:	Credit Points:
EDUC90484 Discipline-Specific Pedagogy B	Not offered 2012	12.50
EDUC90498 Materials Development and Review	Not offered 2012	12.50

Entry Requirements:

An applicant may be eligible for entry into the An applicant may be eligible for entry into the Postgraduate Certificate of Education (CLIL), if the applicant has:

an appropriate undergraduate degree and an appropriate fourth-year level education qualification, or equivalent, with at least one year of relevant professional experience in the areas of Mathematics, Science, or Technology at secondary level;
OR
an appropriate four-year education degree, or equivalent, with at least one year of relevant professional experience in the areas of Mathematics, , Science, or Technology at secondary level.

English Language Requirements:
All applicants must meet the English language requirements of the University to be eligible to be offered a place.
Details can be found here: **http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html (http://www.futurestudents.unimelb.edu.au/int/apply/grad/english-req.html)** .
Where a whole cohort is involved, negotiations may be undertaken with the client authority for an off-shore bridging program.

Core Participation Requirements:

For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/

Graduate Attributes:

Students will be able to demonstrate: 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. 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.