

## EDUC90840 Language Use in Teaching & Learning (EC)

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 12 x 2 hour lecture, 12 x 1 hour tutorial Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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 Overview, Learning Outcomes 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 website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Dr Amelia Church
<b>Contact:</b>	<b>Contact Us</b> ( <a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a> ) Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	In this subject students will explore a range of language practices in early childhood teaching including: reflection and planning with colleagues; sharing information in partnership with other ECEC professionals; processes for documenting and communicating children's competencies; and developing extended and responsive sequences of interaction between children and teachers. Participation in this subject will enable students to develop metapragmatic skills to explicitly identify features of language use (e.g. proxemics, politeness norms, cross-cultural communication) in a range of education settings in Australian contexts (i.e. teaching and learning in higher education, interactions with families and children, and learning interactions in early childhood settings).
<b>Learning Outcomes:</b>	On completion of this subjects, students will have the knowledge, skills and understanding to be able to: <ul style="list-style-type: none"> <li># Demonstrate an understanding of the role of language as fundamental to education.</li> <li># Identify the range of communication practices in early childhood education.</li> <li># Articulate the language practices of intentional teaching.</li> <li># Demonstrate a range of professional communication skills.</li> <li># Demonstrate an understanding of the ways in which theory and research informs practice.</li> <li># Identify inclusive teaching practices that demonstrate an awareness of cultural diversity and its implications for society and education.</li> <li># Understand approaches to engaging students, parents, community members, and professional colleagues to support student learning and development.</li> </ul>
<b>Assessment:</b>	Short written reflections on weekly reading tasks (1500 words). Throughout semester 40% Short oral presentation: Key elements of learning interactions with young children (equivalent to 500 words) Mid semester 20% Essay: Detail language skills and practices in a communicative event in ECEC practice (2000 words). End semester 40%
<b>Prescribed Texts:</b>	All subject readings provided on LMS.

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"><li># Communicate knowledge intelligibly through essay writing and seminar participation</li><li># Demonstrate critical thinking and analysis through recommended reading and assessment tasks.</li><li># Be a self-reflective early childhood analyst who can work constructively and innovatively through relationships with parents, colleagues and community services across a range of multidisciplinary contexts.</li><li># Demonstrate the ability to maintain effective, ethical and respectful relationships with all involved in the learning community.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Early Childhood)