

## EDUC90422 English as an Additional Learning Area

<b>Credit Points:</b>	12.5									
<b>Level:</b>	9 (Graduate/Postgraduate)									
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.									
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours									
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary) A sequence of English/Linguistics subjects equivalent to 25% of one year of undergraduate study									
<b>Corequisites:</b>	None									
<b>Recommended Background Knowledge:</b>	None									
<b>Non Allowed Subjects:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90437 Learning Area English 1</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90438 Learning Area English 2</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90437 Learning Area English 1	February	12.50	EDUC90438 Learning Area English 2	Semester 2	12.50
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EDUC90438 Learning Area English 2	Semester 2	12.50								
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>									
<b>Coordinator:</b>	Ms Catherine Reid									
<b>Contact:</b>	<a href="mailto:creid@unimelb.edu.au">creid@unimelb.edu.au</a> (mailto:creid@unimelb.edu.au)									
<b>Subject Overview:</b>	<p>This subject is offered to teacher candidates who are completing two other Learning Area Studies, but wish to have some generalist understanding of English teaching as a third LAS. The subject familiarises graduates with the key English curriculum policy statements and guidelines and how to plan and evaluate English lessons around these policies. The focus will be on the AUSVELS Years 7-10, and involve consideration of issues to do with teachers' and students' knowledge about language, and pedagogical approaches to teaching the reception and production of literary and other texts, including young adult fiction, poetry, drama, film and the media.</p> <p>Teacher candidates will explore the ways that general capabilities such as numeracy relate to secondary students' interpretation, analysis and creation of texts. In particular, the significance of statistics, numbers, measurements and directions will be considered in relation to argument and persuasion, and graphic organizers will be utilized to support reading and writing</p> <p>Five key themes will be fore-grounded across these various issues: the use of Information and Communication Technologies; the importance of knowledge about language (KAL); the ongoing evaluation of teaching resources and strategies; an understanding of the way that English is taught in the context of other key curriculum priorities; and the ongoing development of a personal philosophy of English teaching.</p>									

<b>Learning Outcomes:</b>	<p>By the completion of the subject, teacher candidates will:</p> <ul style="list-style-type: none"> <li># Have a well developed knowledge of the key curriculum documents related to teaching English in the junior secondary curriculum</li> <li># Be able to design lessons and units of work which engage secondary school students in the English curriculum</li> <li># Have a sufficient understanding of the structures and functions of English language to engage students in examination of spoken, written and electronic language</li> <li># Have strong oral and written communication skills</li> <li># Be able to work collaboratively with other students/teachers in the preparation of engaging materials and activities</li> <li># Utilise diverse pedagogical strategies to provide rich and creative learning environments that empower learners</li> <li># Utilise inclusive teaching practices which demonstrate an awareness of cultural diversity and its implications for society and education.</li> <li># Utilise digital technologies to expand learning opportunities for students.</li> <li># Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively.</li> <li># Demonstrate an understanding of the role of language as fundamental to education.</li> </ul> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.2 Understand how students learn</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.6 Information and Communication Technology (ICT)</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.5 Use effective classroom communication</p> <p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p> <p>4.5 Use ICT safely, responsibly and ethically</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgements</p> <p>6.2 Engage in professional learning and improve practice</p> <p>7.1 Meet professional ethics and responsibilities</p>
<b>Assessment:</b>	<p>There are 2 assessment tasks: The presentation of and reflection on strategies for teaching texts (1600 words equivalent) Mid semester, 40% The design of a unit of work (2400 words equivalent) End of semester, 60% There is one hurdle requirement: Students are required to complete a summary of the allocated weekly readings. The purpose of the summary is for students to be able to participate in a 10 minute group discussion of issues and questions that arise from the readings. Students will be provided with a proforma for the reading review. Satisfactory completion entails the completion of the summaries and participation in group discussions. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
<b>Prescribed Texts:</b>	A collection of readings will be available online.
<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># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> </ul>

	<ul style="list-style-type: none"><li># Be flexible and able to adapt to change through knowing how to learn.</li><li># Understand the significance of developing their practice on the basis of research evidence.</li><li># Work in teams with skills in cooperation, communication and negotiation.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)