

EDUC90454 Learning Area LOTE 2

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90453 Learning Area LOTE 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90453 Learning Area LOTE 1	February	12.50
Subject	Study Period Commencement:	Credit Points:							
EDUC90453 Learning Area LOTE 1	February	12.50							
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>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>								
Coordinator:	Dr Ulrike Najar								
Contact:	u.najar@unimelb.edu.au (mailto:u.najar@unimelb.edu.au)								
Subject Overview:	<p>This subject builds upon the theory and practice of teaching Languages established in LOTE LAS 1. Moving beyond the fundamentals of methodology, this subject develops teacher candidates' understandings of the needs of diverse groups of language learners within secondary contexts more specifically, an deeper understanding of Languages in contexts beyond Victoria, an understanding of contemporary issues and debates on language teaching and learning, and aims to develop teacher candidates' capacity to become reflective practitioners of Languages. Topics include working with individual differences, the middle years, senior secondary students, drama and gesture within Languages, assessment, bilingual education, policy contexts for Languages, the contested nature of the knowledge base of language teacher education, and pathways for ongoing professional learning.</p>								
Learning Outcomes:	<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"> # Apply their understanding of the theory and principles of Languages education to meet the needs of diverse groups within secondary contexts. # Reflect on their development as a learner teacher to identify how their professional learning is being applied as a Language teaching practitioner. # Respond to contemporary issues in Language education, based on their understanding of the theory and principles of language leaning and teaching, as well as their professional experience as a learner teacher in this area. <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>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.5 Differentiating teaching to meet the specific learning needs of students across the full range of abilities</p> <p>2.3 Curriculum, assessment and reporting</p> <p>3.1 Establishing challenging learning goals</p> <p>3.6 Evaluating and improve teaching programs</p> <p>5.1 Assessing student learning</p> <p>5.2 Providing feedback to students on their learning</p> <p>5.3 Making consistent and comparable judgements</p> <p>5.4 Interpreting student data</p> <p>5.5 Reporting on student achievement</p> <p>6.1 Identifying and planning professional learning needs</p> <p>6.2 Engaging in professional learning and improve practice</p> <p>6.3 Engaging with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.1 Meeting professional ethics and responsibilities</p> <p>7.4 Engaging with professional teaching networks and broader communities</p>
Assessment:	There are 2 assessment tasks: Reflective essay (2000 words) due mid semester (50%) Issues paper (2000 words) due end of semester (50%) Hurdle requirements: Preparation & presentation of a five page, 500-word photo journal, due week 8. This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
Prescribed Texts:	Collection of readings.
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:	<p>On the completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Understand Secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment. # Develop in-depth knowledge of the complexity and diversity of primary students' learning and development # Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge; # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development # Shape and deliver responsive and inclusive curricula. # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>