

TEACHER TRAINING FOR VICTORIA'S COMMUNITY LANGUAGES SCHOOL INSTRUCTORS/TEACHERS

Teacher training is crucial in the process of ensuring quality programs in Victoria's after hour ethnic schools/community languages schools. The Department of Education provides funding to allow teachers to undertake training programs. Tertiary institutions are commissioned to deliver these programs and their content is negotiated. Comments made by teachers and school authorities at conferences and Ethnic Schools Association of Victoria (ESAV) General Meetings are discussed and where practical incorporated. The current series of training programs is the outcome of recent discussions with teachers, tertiary institution representatives and representatives of the Department of Education.

PREREQUISITE

Applicants must currently be teaching in an ethnic school in Victoria --If the course is in Methodology II written evidence of completion of Methodology I must be provided.

APPLICATIONS

Each course has a restricted number of positions (25)
You must apply by the no later than **March 6th, 2015**

HOW WILL I KNOW I HAVE BEEN SELECTED?

You will receive a written notification or a telephone call.

WHAT IF I AM NOT SELECTED?

You will be notified in writing and your name will be added to a waiting list. Subject to further funding by the Department of Education and Training, new courses will be offered at a later date.

WHAT IF I CANNOT ATTEND?

You must contact the ESAV and inform us. If you agree to undertake the course you must attend at least 90% of the sessions.

NUMBERS

Maximum 20 participants.
Viability - All courses subject to number of applicants

MESSAGE TO PRINCIPALS



PRINCIPALS PLEASE ASSIST US BY ENSURING THAT:

- Teachers are enrolled on time, using the correct forms
- All forms are fully completed
- Teachers are notified about the date, time and venue of the course
- Teachers are aware they must attend at least 90% of the sessions
- You inform ESAV if teachers cannot attend the course



Where language and culture come together

COMMUNITY LANGUAGES AUSTRALIA / ETHNIC SCHOOLS ASSOCIATION OF VICTORIA (Inc)

LOTE METHODOLOGY TEACHER TRAINING COURSES

MARCH - JUNE 2015

Closing date March 6th, 2015

To Register:

Contact Fahry Abubaker
BY

Email: Abubaker.fahry.f@esav.org.au

OR

Fax: 03 9347 - 7063

OR

Post To: ESAV, 150 Palmerston St Carlton 3053

All courses funded by the
Department of Education & Training



Department of
Education & Training

and supported by
Commonwealth Department of Education

Prep (Foundation) to Year 10 including CLIL

Course Outcomes

This course aims to provide teachers working in community language schools with an understanding of the principles, skills and teaching methods of second language acquisition and teaching in their community language classrooms. This course provides the opportunity to discuss, evaluate and trial a range of teaching strategies, language activities and resources in a series of linked activities based upon appropriate content selected for participants' learner groups.

Upon successful completion of this course, teachers will:

- consider the implications of first and second language acquisition theories for language teaching and learning in Community Languages' Schools and presented with the place of CLIL in this context.
- identify the key intercultural understandings they would like their learners to know and value and demonstrate how these relate to their learners' bilingual and bicultural identities
- describe and develop a syllabus, curriculum or program to suit their teaching context
- identify learners' needs, preferred learning styles, and plan for teaching in response to CLIL
- identify the characteristics of a range of aural, written and visual text types and devise a sequence of tasks to develop learners' listening, speaking, reading and writing skills and strategies for their community language.
- develop a series of lesson plans with appropriately expressed objectives; a sequence of language exercises and activities which take into account the language-learning strategies and experiences of a range of learners and
- develop an understanding of the 'reflective model' of teaching by using journal entries to recall past experiences, reflect alone or in discussion with others, in an attempt to understand theories about language teaching in the community language classroom.

Date	Day	Time
Mar 17 – Jun 2	Tue	6.00pm – 9.00pm
March: 17, 24	---	April: 14, 21, 28
May 5, 12, 19, 26	---	June 2

Venue: Faculty of Education, Building 6 - Room 250

LOTE Methodology Courses

Languages available are: Chinese and English

Dates ALL GROUPS

Language	Day	Date	Venue
Chinese I	Wed	Mar 18 – May 20	B51, L3, RM 07
English I	Wed	Mar 18 – May 20	B51, L3, RM 08

Class time for all courses: 5.30pm – 8.30pm

VENUE

RMIT City Campus - Building 51, Level 3,
89-92 Victoria Street, Melbourne

ALL RMIT COURSES

You must attend sessions during the week and the Saturday session

Upon successful completion of this course, participant teachers of Chinese ethnic Schools will:

- have developed an understanding of the place of Chinese schools in the general framework of schooling in Victoria and have developed an understanding of the history of Chinese language education in Victoria.
- have been exposed to current theories and practices in teaching and learning languages, assessment and reporting, have acquired knowledge and understanding of LOTE VLES, and have developed strategies to review their existing programs.
- have been exposed to a range of teaching materials for the teaching and learning of Chinese and have developed a reflective approach towards evaluating such materials.
- have acquired relevant understanding of curriculum development
- have been exposed to a range of information and teaching techniques in areas such as speaking, teaching Mythology, Folklore and History, dance, culture, teaching mixed ability groups, correcting mistakes in written speech and the use of English in the Chinese class.
- have developed a better understanding of communication strategies between school and parents as well as ways of encouraging parent participation in students' language learning and education.

Credit bearing status

12 credit points per course, an equivalent to one RMIT undergraduate language course

LOTE Methodology Phase I & II – Vietnamese

Footscray Campus:

Every Tuesdays and Thursdays evening

Date	Time
May 12 - Jun 11	5.30 – 8.30pm

Venue: Victoria Uni, Ballarat Road, Footscray, Building E, Level 3, Room E319

Upon successful completion of this course, teachers will be able to:

- understand National Policy for Languages, the Victorian Education System, LOTE Policy
- apply the communicative approach to teach Vietnamese
- create activities for teaching four language skills
- plan the Unit of Work and develop a topic for teaching
- apply Victorian Essential Learning Standards (VELS)
- manage a class and create a positive classroom environment.
- assess students and report on their progress
- develop teaching materials and use audio-visual equipments



LOTE Methodology

Upon successful completion of this course, teachers will:

By the end of the course, students will have a foundation in the context of languages education in Victoria and Australia, AusVELS, language awareness, pedagogical grammar, and language teaching methodologies. They will have an understanding of content-based teaching, and the integration of language and content-based teaching. They will be able to describe their context and their students, the various level and needs of their students and notions of good pedagogy including scaffolding and catering to mixed-level classes. Students will know about and will be able to critique popular methods of language education, design and implement language learning activities, and plan lessons, evaluation and assessment.

Date	Time
Mar 17 – Jun 2	5.30 – 8.30pm

No classes on 31 March and 7 April

Venue: 221 Burwood Highway, Burwood 3125