

## 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 (20)  
You must apply by the no later than March 25, 2011

### 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 2011

**Closing date March 25, 2011**

### To Register:

Contact Fahry Abubaker  
BY

Email: [Abubaker.fahry.f@edumail.vic.gov.au](mailto:Abubaker.fahry.f@edumail.vic.gov.au)

OR

Fax: 03 9349 - 1295

OR

Post To: 150 Palmerston St Carlton 3053

All courses funded by the  
Department of Education and Early Childhood  
Development



**Department of Education and  
Early Childhood Development**

and supported by  
Commonwealth Department of Education,  
Employment and Work Place Relations (DEEWR)

▪ **LOTE Methodology Ph I for Early Years**

This course aims to provide teachers of young learners (aged 4 to 7) with the knowledge and skills to build on existing listening and speaking skills in the language, and to develop beginning literacy. Participants will be introduced to some elements of theory of language teaching and thinking skills and will share practical ideas for developing language skills, and addressing issues of classroom management. Participants will learn to create lesson plans relevant to their particular language, setting and learners. They will write a reflective paragraph related to each of the topics for each week of the ten weeks of the course.

**Course Days:**

▪ **March 29 – July 21 – Time: 5.15pm to 8.15pm**

**Venue:** Building 6, RM 250

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**LOTE Methodology I & II**  
**Languages available are: Arabic, Chinese and English**

**Dates ALL GROUPS**

Language	Day	Date	Venue
Arabic I	Fri	Apr 1 – Jun 3	B251, L3, RM 44
Chinese I	Wed	Mar 30 – Jun 1	B51, L2, RM 12
Chinese II	Fri	Apr 1 – Jun 3	B51, L2, RM 12
English I	Wed	Mar 30 – Jun 1	B51, L2, RM 15
<b>Class time for all courses:</b>		5.30pm – 8.30pm	

**VENUES**

Arabic classes are run at RMIT Bundoora Campus  
 Others are run at RMIT City Campus

**ALL RMIT COURSES**

You must attend sessions during the week and the Saturday session

**Upon successful completion of these courses, participant teachers of ethnic schools will have:**

- Developed a general knowledge of the language education in multi-lingual and multi-cultural Victoria and in Victoria’s school education.
- Become familiar with current theories in LOTE teaching
- Acquired understanding of VELS and its applications to curriculum development, assessments and reporting
- Being exposed to a range of language teaching and learning resources, new technology in LOTE teaching/learning
- Learnt resource development skills through team work
- Developed teaching techniques such as teaching mixed ability groups, correcting mistakes in written speech and the use of English in the language class.
- Developed a better understanding of communication strategies between school and parents, and ways of encouraging parent participation in students’ language learning.

**Credit bearing status**

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

▪ **LOTE Methodology Phase I & II – Vietnamese**

Campus	Dates	Time
Footscray	May 31 – June 30	5.30 – 8.30pm
<b>Venue:</b> Victoria Uni, Building E, Level, Room E101		

**Upon successful completion of these courses, participant teachers of ethnic schools will:**

- consider the implications of first and second language acquisitions research for language teaching and learning:
- gain an understanding of the socio-cultural and educational context of LOTE learning in a range of settings in Australian schools
- familiarity with current approaches to learning and teaching in LOTE pedagogy
- consider and include culturally relevant activities in their teaching repertoire, as well as, promote intercultural understanding through teaching
- evaluate materials and develop materials for teaching their language using both traditional and on line resources:
- identify learners’ needs and learning styles:
- plan teaching in response to learner attributes:
- identify the characteristics of a range of oral, written and visual text types and devise a sequence of tasks and lessons to develop learners’ listening, speaking, reading and writing skills and strategies:
- develop a lesson plan 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
- review and develop existing assessment practices:
- design assessment activities for each of the strands which involve the selection of appropriate assessment techniques and assessment criteria:

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