Rationale

It is essential that beginning teachers undertake a wide variety of experiences as part of their pre-service teacher preparation. This elective is designed to allow beginning teachers to expand their awareness and understanding of important educational issues beyond the demands of the core curriculum through selection of two (2) modules from the range that will be available each year, depending on staffing and resources. These may include "An Introduction to ESL", "Youth Issues", Incorporating Indigenous Perspectives across the Key Learning Areas. Other modules may be added as they become available.

Synopsis

MODULE 1. INTRODUCTION TO ESL. Through this elective, beginning teachers are made aware of the problems faced by students from a non-English speaking background. How a second language is acquired and a range of language teaching methods and strategies and other issues are examined. MODULE 2. YOUTH ISSUES. The module seeks to improve the awareness of beginning teachers about youth issues such as suicide and other behaviours in order to assist with their recognition of "At Risk" individuals. The management of the consequences of suicide through an educational programme that focuses on a problem based professional development approach will be explored. MODULE 3. INCORPORATING INDIGENOUS PERSPECTIVES ACROSS THE KEY-LEARNING AREA. This module will provide an opportunity for beginning teachers to gain an understanding of the diverse cultural contexts experienced by secondary school-aged Australian Indigenous students in their quest for educational outcomes commensurate with other Australian students. Effective pedagogical practices including the selection and use of appropriate human, fiscal and material resources will be considered and evaluated.
OBJECTIVES

On successful completion of this unit students will be able to:

- Introduction to ESL: Understand the range of problems facing ESL students; Understand how students acquire a second language; Examine a range of language teaching methods; Examine a number of ESL teaching strategies; Develop the necessary skills to assist ESL students in the classroom; OR
- Youth Issues: Understand the issues involved in youth suicide and self-harm behaviours; Identify possible risk factors and signs for suicidal behaviour in young people; Evaluate situations requiring a response to suspected intention of suicide or self-harm behaviours; Identify appropriate personnel and procedures within the school system; Examine appropriate teacher approaches to suicide/suicidal behaviour; Identify a range of resources available to schools and wider school community; OR
- Incorporating Indigenous Perspective across the Key-Learning Area: Understand and appreciate the diverse cultural context of Australian Indigenous students in secondary schools; Be informed of the secondary schooling options and the implications of these; Identify pedagogical practices for acknowledging and addressing these diverse situations; Identify effective human, fiscal and material resources for the provision of a quality schooling; Identify determinants of Australian Indigenous success and ways of enhancing success amongst students through the promotion of positive and the addressing of negative determinants.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction to ESL: 1 Introduction to ESL (10%); 2 Overview of language learning and teaching methods (10%); 3 Learner's needs and the functions of language (10%); 4 Second language acquisition (the learner's viewpoint; beliefs, Theory, research, practice) (10%); 5 (i) Teachability and learnability; (ii) Language teaching syllabi (10%); 6 The Australian Language Learning (ALL) Guidelines (10%); 7 ESL Teaching Strategies (30%)</td>
<td>100.00</td>
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1.2. Youth Issues: 1 Background information about youth suicide in Australia (10%); 2 Investigation of specific target groups (20%); 3 Methods of suicide and attempted suicide (10%); 4 Causes of youth suicide (10%); 5 Signs of possible suicide/suicidal behaviour and myths involved (10%); 6 Appropriate responses to a sign of possible suicide/suicidal behaviour (10%); 7 Obtaining help with the school context (10%); 8 Prevention strategies: What the school and teacher can do (20%)

1.3. Incorporating Indigenous Perspective across the Key-Learning Area: Situation analysis in secondary schooling for indigenous students including
cultural contexts, schooling options, determinants of success, pedagogical and learning practices, school community and student expectation and outcomes (25%); Positive learning environments based on cultural inclusivity (25%); Effective pedagogical practices (25%); Evaluating, accessing and using effective resources

TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
Youth Issues: Module booklet.
Introduction to ESL CD ROM OPACS, USQ, Toowoomba.
Incorporating Indigenous Perspective across the Key-Learning Areas: Module Booklet from Kumbari Ngarpai.

REFERENCE MATERIALS
Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

YOUTH ISSUES AND INCORPORATING PERSPECTIVES ACROSS THE KEY-LEARNING AREAS: All references included in Module Booklets.
All references included in module booklet.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>20</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<tr>
<td>Tutorial</td>
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ASSESSMENT DETAILS

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<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<td>50.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
</tr>
<tr>
<td>PORTFOLIO AND PRESENTATION</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
</tr>
<tr>
<td>ESSAY AND LESSON PLANS</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>06 Nov 2003</td>
</tr>
</tbody>
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NOTES:

. Students in the course must complete this assessment item (1,000 Word Assignment).
. Students have a choice of either completing assessment 2 (Portfolio and Presentation) or assessment 3 (Essay and Lesson Plans).

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
   To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each week late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
   The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for two of the summative assessment items in the course.

6 Examination information:
   There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
   Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL

**ASSESSMENT NOTES**

1. The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

2. Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

3. When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

4. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

5. All assessment items must be attempted/submitted with a pass overall gained.