

460-624 Literacy Planning for Diverse Learners

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus.
Time Commitment:	Contact Hours: 18 hours contact 120 hours commitment Total Time Commitment: Not available
Prerequisites:	None
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:	Julie Hamston
Subject Overview:	<p>This subject will focus on the importance of planning effective literacy approaches and strategies to meet the needs of diverse learners. It will highlight how teachers cater for diversity through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students and through the use of wider range of texts and practices in the middle years of school classroom. Informing this subject will be an examination of the interface between literacy and social context, taking into account considerations of gender, ESL, socio-economic status, indigenous status and the health and well being of students. Findings from national and international research will be highlighted.</p>
Assessment:	<p>Two assessment tasks equivalent to 4,000 words. Assignment 1: A profile of one student from a middle years of school classroom, drawing on relevant assessment, curriculum documents and professional literature (1,500 words) due halfway through the subject (35 per cent) Assignment 2: A program of effective approaches and strategies in reading, writing, listening and speaking to meet the learning needs of this particular student (2,500 words) due at the end of the subject (65 per cent).</p>
Prescribed Texts:	None
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 completion of the subject students will be able to:</p> <ul style="list-style-type: none"> # demonstrate an understanding of how to meet the learning needs of diverse learners through effective assessment, curriculum design and teaching; # analyses, critique and discuss some of the most salient findings from research into issues of literacy and diversity. <p>This subject aims to build skills in:</p> <ul style="list-style-type: none"> # critical inquiry;

	<ul style="list-style-type: none"># reflection on practice;# articulating knowledge in written presentations and classroom discussions.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Postgraduate Certificate in Educational Studies(Middle Years Literacies) Postgraduate Diploma in Educational Studies (Generalist)