

EDUC90423 Literacy and Numeracy Intervention

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Mrs Catherine Pearn, Ms Simone Senisin
Contact:	Education Student Centre
Subject Overview:	This subject introduces teacher candidates to forms of literacy and numeracy intervention designed to meet the learning needs of Year 7 and 8 students who experience difficulties. Teacher candidates will work in schools analysing school students' needs, and studying teaching interventions and their effectiveness. Topics include: policy imperatives that support literacy and numeracy intervention; research data on the factors that impact on school students' learning; screening tests and assessment data to identify school students' needs; types of intervention, structures and programs for intervention in schools and an evaluation of these. The literacy component of the subject will address literacy development in the lower secondary school. It will introduce teacher candidates to literacy intervention programs and examine the features of language and literacy targeted in these interventions. Teacher candidates will institute designated aspects of one of these programs in their schools and collect data on the intervention's impact. The numeracy component of the subject will cover assessment and teaching of mathematical topics that are foundations for secondary schooling. These include place value, decimals, fractions, mental computation, number sense, and number operations. Teacher candidates will examine key progression points, common misconceptions, how to assess school students' learning needs, and appropriate teaching strategies and resources.
Objectives:	The aim of this subject is to introduce teacher candidates to the policy, research and processes that support interventions for school students experiencing difficulty in literacy and numeracy in Years 7 and 8 of the secondary school. Teacher candidates will be able to: <ul style="list-style-type: none"> # Review education policies and research studies that highlight the difficulties some students in secondary schools experience in literacy and numeracy; # Review and evaluate forms of literacy and numeracy intervention designed to target secondary students' learning needs; # Gather, analyse and interpret assessment and diagnostic data to make informed judgements about secondary students' learning needs; # Diagnose individual needs and implement appropriate interventions # Identify resources for intervention; # Examine the effectiveness of interventions; # Report on the outcomes of diagnosis and intervention strategies.
Assessment:	There are 2 assessment tasks: A case study of a literacy intervention (2000 words) due mid semester (50%); A report (2000 words) due end of semester (50%).
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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;# Understand the significance of developing their practice on the basis of research evidence;# Work in teams with skills in cooperation, communication and negotiation# Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)