EDUC90689 Differentiating Numeracy Teaching

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 contact hours Total Time Commitment: 120 hours total time commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	N/A
Non Allowed Subjects:	N/A
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp:// www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Vicki Steinle
Contact:	Education Student Centre
Subject Overview:	This subject examines effective policy and practices for intervention and for differentiating instruction, so that all students can achieve the level of numeracy required for them to reach their potential. Results from assessment instruments will be analysed in conjunctions with an in-depth study of frameworks for mathematical learning. Student work revealing common misconceptions will be analysed and discussed. Pedagogical content knowledge and instructional strategies required for the most common challenges will be developed, drawing on a range of resources. Research on the nature of effective program organisation of, and effective instruction for students in, intervention programs will be examined. A series of school case studies will be undertaken, showing best practice in schools with input from their leaders. Research into instruction which meets the requirement to challenge and extend all students will be examined, and exemplary programs will be showcased.
Objectives:	On completion of the subject students will be able to: • Discuss, and give examples of, outstanding programs for intervention • Discuss, and give examples of exemplary practice in differentiating instruction • Discuss assessment instruments from theoretical and practical perspectives.
Assessment:	There are two pieces of assessment: • A literature review on research into programs addressing the numeracy needs of students outside the central range of numeracy achievement. (40%, 2000 words, mid semester)• Report on an intervention program, or case study of a child with special needs for numeracy instruction (60%, 3000 words, end of semester).
Prescribed Texts:	Goos, M., Stillman, G., & Vale, C. (2007). Teaching secondary school mathematics: Research and practice for the 21st century. Sydney: Allen & Unwin.
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:	This subject aims to develop skills in • Critical evaluation of theoretical perspectives; • Relating academic research to professional practice;

	• Articulating knowledge orally and in writing.
Related Course(s):	Master of Numeracy