

EDUC90202 Reading Recovery Teaching & Tutoring

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: Placement in a primary school as approved by the School for the morning sessions each week throughout the school year; weekly in-service sessions held at the university, and regular field trips across Victoria. Total Time Commitment: 300 hours
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.
Contact:	Education Student Centre Level 2 Alice Hoy Building
Subject Overview:	The aim of this practicum is to become proficient in all aspects of the Reading Recovery teaching procedures, whilst developing the skills required for effective Reading Recovery tutoring. The students are involved in the practicum on a daily basis in respect to their teaching. The tutoring component requires that the students participate in field trips, working with Reading Recovery teacher training groups across Victoria. This, along with a detailed examination of the literature on professional development and teacher change informs their understanding of the role of the Reading recovery tutor.
Objectives:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Implement a Reading Recovery program in a school; # Have the ability to use the range of Reading Recovery teaching procedures; # Understand the purpose and appropriate use of Reading Recovery teaching procedures; # Have the ability to articulate the principles and practices of Reading Recovery in teacher training sessions; # Mentor teachers in the use of Reading Recovery teaching procedures; # Understand more fully the nature of professional development and teacher change
Assessment:	Students are required to document all the essential Reading Recovery program data (Hurdle requirement); a case study (3000 words) of the work done with a Reading Recovery student, due early in second semester (50%); an in-depth study of theoretical considerations appropriate to reading recovery (4000 words) (50%), due later in second semester
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:	On completion of this subject, students will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> * Be skilled communicators who can effectively articulate their professional practice in teaching; * Be flexible and able to adapt to changing circumstances; * Understand the significance of developing their practice on the basis of research evidence; * Work in teams with skills in cooperation, communication and negotiation; * Be independent of mind, responsible, resilient, self-regulating.

**Links to further
information:**

www.education.unimelb.edu.au