

## EDUC90409 Assessment, Learning and Teaching (Sec)

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. 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.						
<b>Prerequisites:</b>	<p>The following is a concurrent prerequisite:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90405 Learners, Teachers and Pedagogy (Sec)</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90405 Learners, Teachers and Pedagogy (Sec)	Not offered 2013	12.50
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EDUC90405 Learners, Teachers and Pedagogy (Sec)	Not offered 2013	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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						
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285						
<b>Subject Overview:</b>	In this subject students will link assessment to teaching and classroom learning. Links between assessment and curriculum are examined and connected to evidence-based decision making and developmental frameworks. Students will develop an understanding of both objective and subjective assessment strategies. The importance and use of various approaches to gathering evidence, interpretation of hierarchies and developmental frameworks, and reporting will be examined and several will be practised. Both informal and formal methods of assessment will be considered. Students will develop skills in evaluating assessment and reporting. Skills in combining evidence of learning to form assessment for teaching, recording and reporting purposes will be developed.						
<b>Objectives:</b>	<p>Upon completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Practise different approaches to collecting evidence of learning and development;</li> <li># Construct assessment procedures that yield a developmental learning continuum;</li> <li># Interpret assessment data using formal interpretative frameworks;</li> <li># Locate students on the continuum;</li> <li># Identify, design and defend differentiated and focussed intervention strategies for each student;</li> <li># Link teaching and learning resources to intervention strategies;</li> <li># Monitor student development on the continuum;</li> <li># Combine development continua for overall assessments from unit or module to subject and year levels;</li> <li># Report to stakeholders about student learning and make recommendations for support and intervention.</li> </ul>						

	<p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>2.3 Curriculum, assessment and reporting</p> <p>3.1 Establish challenging learning goals</p> <p>3.6 Evaluate and improve teaching programs</p> <p>5.1 Assess student learning</p> <p>5.2 Provide feedback to students on their learning</p> <p>5.3 Make consistent and comparable judgments</p> <p>5.4 Interpret student data</p> <p>6.1 Identify and plan professional learning needs</p> <p>6.4 Apply professional learning and improve student learning</p>
<b>Assessment:</b>	There are 3 assessment tasks: A team based analytical task (1250 words equivalent) due mid semester, 30% A team based analytical task (1250 words equivalent) due mid semester, 30% A discussion paper (1500 words) due end of semester, 40%
<b>Prescribed Texts:</b>	Collection of readings.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice.</li> <li># Generate and analyse diverse sources of data that can effectively assess student learning and development, and inform teaching.</li> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Demonstrate an understanding of the way in which theory and research informs practice.</li> <li># Effectively engage students, parents, community members, and professional colleagues to support student learning and development.</li> <li># Demonstrate a capacity for leadership and advocacy in education.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>