MC-LIT Master of Literacy

Year and Campus:	2013 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 24 months part time.
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Course Overview:	The Master of Literacy is designed to foster a comprehensive understanding of literacy praxis, informing evidence-based practice with the latest theoretical understandings from leading-edge research into literacy learning and teaching. Graduates of the Master in Literacy will acquire specialist knowledge in literacy and leadership,and will be well placed to lead schools and students in all facets of literacy and literacy development.
Objectives:	On completion of this course, students should be able to: # Understand the development of language and literacy across the spectrum from birth to Year 10 of schooling; # Understand the fundamental importance of language and literacy in schooling across all learning areas; # Enhance their teaching of the range of current literacy practices that students have to master, from oral to written, from print to multimodal; # Understand the importance of developing their students' capacity for critical and creative practice across the range of literacies they use; # Take into account the diversity of literacy learners in their teaching practice; # Demonstrate knowledge of current research in teaching literacy; # Demonstrate leadership in the literacy curriculum within their workplace.
Course Structure & Available Subjects:	Students undertake seven compulsory subjects totalling 100 points
Subject Options:	**Year One**

Year One

Subject	Study Period Commencement:	Credit Points:
EDUC90684 Literacy and Literacy Development	Not offered 2013	12.50
EDUC90683 Reading Texts: Selection to Response	Not offered 2013	12.50
EDUC90680 Creating Texts	July	12.50
EDUC90681 Textual Resources Across the Curriculum	October	12.50

Year Two

For students commencing in 2013 please note that EDUC90682 Literacy Leadership Research Project will extend over the whole of the year.

Subject	Study Period Commencement:	Credit Points:
EDUC90685 Literacy Planning and Diversity	Not offered 2013	12.50
EDUC90686 Leadership and School Development	Not offered 2013	12.50

| EDUC90682 Literacy Leadership Research Project | Not offered 2013 | 25 |

Entry Requirements:	An applicant may be eligible for entry into the Master of Literacy if the applicant has: # an undergraduate degree and a fourth-year level education qualification, or equivalent, # or a four-year education degree, or equivalent.
Core Participation Requirements:	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs.The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including:a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately;b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive;c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have;d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom;f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Graduate Attributes:	Academically Excellent:the course is based on the latest research into language and literacy teaching, and encourages an inquiry approach in the students. Knowledgeable across disciplines:While being firmly lodged within the discipline of language and literacy, the course will develop in students a deep understanding of how language and discourse are fundamental in constructing all disciplines. Leaders in Communities:The course is constructed to develop leaders in literacy within schools.There is a specific subject on leadership included. Attuned to cultural diversity:The cultural basis of literacy is a constant theme in the program, as is literacy learning for those for whom English is an additional language. Active global citizens:The development of critical awareness about major global issues, as constructed in verbal and visual representations is an aim of the program, and the way English is used globally in electronic communication will be a constant theme.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/literacy