

MC-NUM Master of Numeracy

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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Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285																										
Course Overview:	The Master of Numeracy is designed to develop specialist leaders who can transform a school's capacity to deliver high outcomes in numeracy for all students. It will provide participants with detailed knowledge of student learning and numeracy pedagogy and assessment, along with the ability to communicate this knowledge in ways that engage students' interest, make connections with other sites of learning, and attend to both basic skills and higher-order thinking required for robust mathematical literacy. Alongside these specialist skills, participants will develop high level leadership skills for building instructional capacity in other teachers.																										
Objectives:	<p>The key objectives of the Master of Numeracy is for participants to:</p> <ul style="list-style-type: none"> # Develop a sound understanding of the roles and functions of numeracy as the capacity, confidence and disposition to use mathematics to meet the demands of learning, school, home, work, community and civic life # Develop a thorough understanding of the theoretical and empirical basis of effective numeracy instruction # Develop effective process for whole school numeracy planning and instruction # Develop leadership skills in leading numerate school environments # Develop a sound understanding of research based strategies of integrating strategic numeracy teaching discipline based and interdisciplinary areas # Demonstrate knowledge of current research in teaching numeracy; # Demonstrate leadership in the numeracy curriculum within their workplace. 																										
Course Structure & Available Subjects:	This course is comprised of 7 core subjects.																										
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90687 Numeracy: Life, School and Work</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90688 Numeracy: Improving Learning</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90691 Mathematics: Quality Teaching</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90690 Numeracy: Building Teacher Capacity</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90686 Leadership and School Development</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90689 Numeracy: Differentiating Teaching</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90692 Numeracy Action Research Project</td> <td>February</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90687 Numeracy: Life, School and Work	Not offered 2013	12.50	EDUC90688 Numeracy: Improving Learning	Not offered 2013	12.50	EDUC90691 Mathematics: Quality Teaching	Not offered 2013	12.50	EDUC90690 Numeracy: Building Teacher Capacity	Not offered 2013	12.50	EDUC90686 Leadership and School Development	Not offered 2013	12.50	EDUC90689 Numeracy: Differentiating Teaching	Not offered 2013	12.50	EDUC90692 Numeracy Action Research Project	February	25
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Entry Requirements:	<p>An applicant may be eligible for entry into the Master of Numeracy if the applicant has:</p> <ul style="list-style-type: none"> # an undergraduate degree and a fourth-year level education qualification, or equivalent, or # a four-year education degree, or equivalent 																										

	Participants will be advised that mastery of mathematics relevant to the school level at which they work will be essential in order to complete course requirements.
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:	The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/numeracy