

EDUC90423 Literacy and Numeracy Intervention

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
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
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject introduces teacher candidates to forms of literacy and numeracy intervention designed to meet the learning needs of Year 7 and 8 students who experience difficulties. Teacher candidates will work in schools analysing school students' needs, and studying teaching interventions and their effectiveness. Topics include: policy imperatives that support literacy and numeracy intervention; research data on the factors that impact on school students' learning; screening tests and assessment data to identify school students' needs; types of intervention, structures and programs for intervention in schools and an evaluation of these. The literacy component of the subject will address literacy development in the lower secondary school. It will introduce teacher candidates to literacy intervention programs and examine the features of language and literacy targeted in these interventions. Teacher candidates will institute designated aspects of one of these programs in their schools and collect data on the intervention's impact. The numeracy component of the subject will cover assessment and teaching of mathematical topics that are foundations for secondary schooling. These include place value, decimals, fractions, mental computation, number sense, and number operations. Teacher candidates will examine key progression points, common misconceptions, how to assess school students' learning needs, and appropriate teaching strategies and resources.
Learning Outcomes:	The aim of this subject is to introduce teacher candidates to the policy, research and processes that support interventions for school students experiencing difficulty in literacy and numeracy in Years 7 and 8 of the secondary school. Teacher candidates will be able to: <ul style="list-style-type: none"> # Review education policies and research studies that highlight the difficulties some students in secondary schools experience in literacy and numeracy; # Review and evaluate forms of literacy and numeracy intervention designed to target secondary students' learning needs; # Gather, analyse and interpret assessment and diagnostic data to make informed judgements about secondary students' learning needs; # Diagnose individual needs and implement appropriate interventions # Identify resources for intervention; # Examine the effectiveness of interventions; # Report on the outcomes of diagnosis and intervention strategies.

Assessment:	There are 2 assessment tasks: A case study of a literacy intervention (2000 words) due mid semester (50%); A report (2000 words) due end of semester (50%).
Prescribed Texts:	Collection of readings
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:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>