

## EDUC90690 Numeracy: Building Teacher Capacity

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 24 Total Time Commitment: 120 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	N/A
<b>Non Allowed Subjects:</b>	N/A
<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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject provides participants with knowledge, skills and dispositions to enhance teacher capacity and thereby improve numeracy outcomes for all students through coaching, lesson study and instructional rounds. These three strategies are widely used for numeracy and have a common focus on building teacher capacity to improve the effectiveness of instruction through teacher professional development. Each method comes with important pre-suppositions for school policy and practice that are a key area of responsibility of school leaders. Their common focus is what happens in the classroom and how that can be changed to improved learning outcomes for all students. Participants will explore in depth, the practices and policy underpinning each method. They will link their study to current directions and initiatives.
<b>Learning Outcomes:</b>	On completion of the subject students will be able to: <ul style="list-style-type: none"> <li># Discuss principles of methods for building teacher capacity</li> <li># Demonstrate the knowledge, skills and dispositions required to build teacher capacity.</li> </ul>
<b>Assessment:</b>	A paper on the international development, principles and practices of coaching, lesson study or instructional rounds. (40%, mid semester, 2,000 words) A report on a trial of coaching, lesson study or instructional rounds conducted in a school. (60%, end of semester, 3,000 words) Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prescribed Texts:</b>	None
<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>	This subject aims to build skills in:

	<ul style="list-style-type: none"><li># Critical evaluation of theoretical perspectives;</li><li># Relating academic research to professional practice;</li><li># Articulating knowledge orally and in writing.</li><li># Working with others and independently.</li></ul>
<b>Related Course(s):</b>	Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Master of Numeracy