

EDUC90612 Teaching both Student and Curriculum

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: June, Parkville - Taught on campus. Resources for pre-reading will be provided via LMS.
Time Commitment:	Contact Hours: 24 hours over four consecutive days Total Time Commitment: 170 hours
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 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: http://www.services.unimelb.edu.au/disability/
Coordinator:	Dr John Quay
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	This subject investigates the creative work of the teacher in bringing student and curriculum together in meaningful encounter, as it is these engagements that sit at the heart of education. Special emphasis is placed on comprehending teacher's knowledge of students as people, who they are and how they change, and how this knowledge, often downplayed, contributes to the creative task of teaching. Both macro and micro perspectives are taken. Here macro refers to deeper understanding of the design task of unit planning as this articulates the broader expectations for who the students are asked to be. Micro then refers to the specific interventions that a teacher designs and performs on a day to day basis within the educational space enabled by the unit.
Learning Outcomes:	On completion of this subject, students will be able to: <ul style="list-style-type: none"> # Explain how the ways in which teachers know students contribute to the creative task of teaching. # Design units of work with a deep understanding of how to incorporate teacher's knowledge of students so as to engage them with the relevant curriculum. # Design interventions that support student achievement within a unit of work.
Assessment:	Paper of 2000 words with a focus on comprehension of young people as this impacts education, due during week of intensive teaching 40% Development of a unit outline in class, due during week of intensive teaching, hurdle requirement Paper of 3000 words with a focus on students and curriculum brought together through explication of the unit development process, due four weeks after end of teaching 60% Resources for pre-reading will be provided via LMS 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.

Prescribed Texts:	Quay, J. (2013). Education, experience and existence: Engaging Dewey, Peirce and Heidegger – available as an ebook via the university library
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 students will:</p> <ul style="list-style-type: none"> # Be critical thinkers, with the capacity to be self-directed learners. # Have a high level of presentational, dialogic and written communication skills. # Be able to engage in meaningful public discourse, with an awareness of community needs. # Have the capacity to support and lead collaborative tasks.
Related Course(s):	<p>Master of Education Master of Education</p>