

## EDUC90755 Evidence for Learning and Teaching

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	Admission to the Master of Instructional Leadership (MC-INSLEAD) or the Professional Certificate in Instructional Leadership (GC-INSLEAD)
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	A recognised teaching qualification.
<b>Non Allowed Subjects:</b>	None
<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 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 Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Dr Helen Stokes, Prof John Hattie
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	The major focus of this course is how school leaders know that teachers and students are learning in positive ways throughout their school. Students will explore the current evidence base about what works best, what criteria can be developed to make decisions about success, how to develop a program logic for their leadership role, and how to evaluate the impacts of leadership decisions on both teachers' and students' learning. This subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Analyse and integrate the key findings from research findings into a coherent story about the major influences on student and teacher learning.</li> <li># Understand and apply how to reflect on the evidence of impact in a school</li> <li># Understand and apply program logic, degree of implementation, and evaluating effects of interventions</li> <li># Critically evaluate the empirical research that studies impact in schools</li> <li># Develop tools for using to evaluate impact in multiple situations</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: A 2,000-word report which uses longitudinal data collected by the student relating to measuring impact on children's learning. The report will use appropriate measures of growth, defend the use of the measures used, and demonstrate the use of effect-sizes at the class and child levels. Due mid-semester (40%) A 3,000-word report to a school about the overall impact on learning based on the evidence of the first assignment. The report will include recommendations for improvement based on evidence-based interventions, differentiation, and recommend ways to monitor the impact of these interventions. Due end of semester (60%) 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>	Hattie, J. (2012). Visible learning for teachers. Oxford, UK: Routledge.
<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>	<ul style="list-style-type: none"> <li># Building research skills in exploring alternative rival hypotheses about impact</li> <li># Problem solving skills and critical thinking skills will be fostered through the on-line forums, the analysis of educational research articles, during in class exercises and discussion and by applying theories to your own school as a case study.</li> <li># Written communication skills will be developed through the assignment work.</li> <li># Work with the interplay of research, practice, and theory within the broad discipline of school leadership.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au/">http://www.education.unimelb.edu.au/</a>
<b>Related Course(s):</b>	Master of Instructional Leadership Professional Certificate in Instructional Leadership