

EDUC90823 Language, Literacy and Numeracy

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours									
Prerequisites:	None									
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90580 Evidence Based Learning and Teaching 1</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90583 Learning and Teaching Contexts 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90580 Evidence Based Learning and Teaching 1	January	12.50	EDUC90583 Learning and Teaching Contexts 1	January	12.50
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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 Disability Liaison website: http://www.services.unimelb.edu.au/disability									
Coordinator:	Dr Teresa Angelico									
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)									
Subject Overview:	<p>This subject develops participants' professional knowledge and skills to build their capacity to improve language, literacy and numeracy (L, L&N) outcomes for all students. It builds participants' language, literacy and numeracy pedagogical content knowledge and develops their understanding of the relationship between this knowledge base and classroom learning. Evidence is presented to demonstrate the importance of L, L&N skills for success at school, future learning and for full participation in the community and the workplace.</p> <p>This subject explores the current definitions, debates, roles and functions of L, L&N; examines Australian students' performance in national and international assessment programs; and identifies policy responses and educational practices. It identifies the L,L&N demands of the range of subject areas taught in the secondary school, including the L,L&N needs of interdisciplinary content areas and in relation to e-learning.</p> <p>The subject also builds participants' capacity to assess specialised learning needs of students, who may have one or more of the following profiles: gifted and talented, EAL, Indigenous and students with disability; take into account and address L, L&N demands of their day to day teaching; and evaluate the effectiveness of their strategies.</p> <p>This subject along with EDUC90583 Teaching and Learning Contexts 1 and EDUC90580 Evidence Based Learning and Teaching 1, requires participants to implement the Clinical Praxis Exam.</p>									
Learning Outcomes:	<p>On completion of this subject, participants should be able to:</p> <ul style="list-style-type: none"> # Demonstrate knowledge of current research in teaching L,L&N skills and understand the importance of L,L&N in schooling across all learning areas 									

	<ul style="list-style-type: none"> # Analyse and articulate the L,L&N demands made by particular disciplines and particular learning tasks and develop teaching strategies to improve student learning # Demonstrate an understanding of L,L&N assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess students learning # Demonstrate the capacity to interpret L,L&N student assessment data to evaluate student learning and modify teaching practice # Demonstrate an understanding of how to meet the learning needs of diverse learners through evidence based classroom planning # Demonstrate a range of verbal and non-verbal communication strategies to support student engagement # Develop pedagogical approaches that cater for student diversity, including differentiation of learning # Develop instructional and interventionist classroom practices that account for and address L,L&N demands using on a range of resources.
Assessment:	<p>Assessment 1: Reflective Observation (1,250 words) due end of April, 30% Identify and evaluate the use of verbal and non-verbal communication strategies by a colleague. Reflect on the extent to which these strategies supported student engagement and achievement and compare your observations with research evidence and literature</p> <p>Assessment 2: Clinical Praxis Examination, oral presentation (equivalent of 1,500 words – for this subject) due during Session 2: Winter Program, 40%</p> <p>Assessment 3: Development of Learning Intervention Plans for students with specialized needs (equivalent to 1,250 words) due early last quarter of the year 30%</p> <p>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.</p>
Prescribed Texts:	Participants will be provided with a collection of readings via the online Learning Management System (LMS).
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, participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Understand the significance of developing their practice on the basis of research evidence # Be flexible and able to adapt to change through knowing how to be solution focussed # Assess student learning needs and evaluate the effectiveness of their teaching strategies # Find and develop appropriate resources to support students' L,L&N learning # Work in teams with skills in cooperation, communication and negotiation # Be skilled communicators who can effectively articulate and justify their practices # Be independent of mind, responsible, resilient and self-regulating.
Related Course(s):	Master of Teaching (Secondary) Internship