

EDUC90677 Language, Learning and Reading Recovery

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 180 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p><p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> </p>
Contact:	This subject is not offered in 2016.
Subject Overview:	The focus of this subject is on relating children's language acquisition and theories of learning to literacy development in the Reading Recovery program. This subject provides a vehicle for students to re-examine and refine their teaching assumptions, expectations and practices, within the broad context of literacy teaching and learning, and identify the links between classroom practices and the Reading Recovery program.
Learning Outcomes:	<p>On completion of this program, students should be able to:</p> <ul style="list-style-type: none"> # Understand the relationship of Reading Recovery practice to research on the principles of language and literacy acquisition; # Be able to articulate the broad educational principles underlying Reading Recovery pedagogy; # Be able to identify the links between regular classroom practice and the Reading Recovery program.
Assessment:	20-minute class presentation (40%); a 3000 word written assignment (60%) due two weeks after the intensive delivery period. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Wood, D. (1998). How children think and learn: the social contexts of cognitive development. Oxford, UK: Blackwell
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 the subject students should be able to:</p> <ul style="list-style-type: none"> # Develop and defend their practice on the basis of research and evidence. # Be able to critique, creatively plan, implement and evaluate curriculum. # Have the ability and confidence to participate effectively in collaborative learning contexts with both colleagues and students.