

EDUC90754 Leading Assessment

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: July, 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
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Instructional Leadership (MC-INSLEAD)
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<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>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>
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Subject Overview:	This subject is designed around the key assumption that assessment practice and policy is a central component in successful school leadership and instructional decision making. Participants will explore assessment and reporting frameworks that focus on improved pedagogy. Developments in assessment and reporting (Wilson et al., 2012; Griffin, McGaw & Care, 2012; Care, Griffin, Zhang & Hutchinson, 2014) will form a basis of the subject. These developments include consideration of how innovative methods of student assessment might be applied in the classroom; and how assessment data can be used at individual student-teacher level, at class-coordinator level, and at school leadership level. Participants therefore will be engaged in reviewing approaches to student assessment, teacher use of these assessment data to make instructional decisions, and leadership use of data to inform curriculum, staffing, and school policy related matters. The subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals.
Learning Outcomes:	On successful completion of this subject, students should be able to: <ul style="list-style-type: none"> # Evaluate innovative modes of assessment. # Relate assessment methods and outcomes to instructional decision making at student, class, cohort and school level # Compare resource needs to assessment data and instructional intervention # Use data driven analysis to identify teacher professional development needs in terms of pedagogy and discipline knowledge and skills
Assessment:	A 2,500-word (equivalent) analysis of school data and its implications for instruction, teacher development and policy at a school level due third quarter of the teaching period 50% A 2,500-word (equivalent) discussion of development of within-school assessment practices to reflect

	learner skills growth due end of semester 50% This subject has a minimum hurdle requirement of 75% attendance at tutorials, seminars and workshops.
Prescribed Texts:	Wilson, Mark.,Bejar, I. Scalise,K. Templin, J. , Wiliam, D. and Torres Iribarra, D. Outline the Methodological and psychometric issues. (2012) in Griffin, P., McGaw, B., & Care, E., Eds. (2012). Assessment and Teaching of 21st Century Skills. Dordrecht, Springer. Hattie, J. (2009) Visible learning: A synthesis of over 800 meta-analyses related to achievement, Routledge, London Griffin, P. (2009). Teachers' Use of Assessment Data. Educational assessment in the 21st century. C. M. Wyatt-Smith and J. J. Cumming, Springer: 187 - 212.
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"> # Be effective collaborators and show teamwork skills through the assessment tasks # Implement critical analyses of how innovative assessment practices can be adapted to classroom use # Apply technical understanding of assessment development data use through consideration of schools data and innovative approaches to assessment. # Be skilled communicators who can effectively articulate a viable model for integration of current approaches to assessment within a school.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership