

EDUC90755 Evidence for Learning and Teaching

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, 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.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Instructional Leadership (MC-INSLEAD) or the Professional Certificate in Instructional Leadership (GC-INSLEAD)
Corequisites:	None
Recommended Background Knowledge:	A recognised teaching qualification.
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>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>
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Subject Overview:	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.
Learning Outcomes:	<ul style="list-style-type: none"> # Analyse and integrate the key findings from research findings into a coherent story about the major influences on student and teacher learning. # Understand and apply how to reflect on the evidence of impact in a school # Understand and apply program logic, degree of implementation, and evaluating effects of interventions # Critically evaluate the empirical research that studies impact in schools # Develop tools for using to evaluate impact in multiple situations
Assessment:	There are two assessment tasks: Report on longitudinal data (2,000 words) Due mid semester 40% Group presentation to class (1,000 word equivalent) Due end of semester 20% A written report (2,000 words) Due end of semester 40% This subject has a minimum hurdle requirement of 75% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Hattie, J. (2012). Visible learning for teachers. Oxford, UK: Routledge.

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:	<ul style="list-style-type: none"> # Building research skills in exploring alternative rival hypotheses about impact # 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. # Written communication skills will be developed through the assignment work. # Work with the interplay of research, practice, and theory within the broad discipline of school leadership.
Links to further information:	http://www.education.unimelb.edu.au/
Related Course(s):	Master of Instructional Leadership Professional Certificate in Instructional Leadership