

## EDUC90823 Language, Literacy and Numeracy

<b>Credit Points:</b>	12.5											
<b>Level:</b>	9 (Graduate/Postgraduate)											
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.											
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours											
<b>Prerequisites:</b>	None											
<b>Corequisites:</b>	<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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EDUC90583 Learning and Teaching Contexts 1	January	12.50										
<b>Recommended Background Knowledge:</b>	None											
<b>Non Allowed Subjects:</b>	None											
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>											
<b>Coordinator:</b>	Dr Andrea Truckenbrodt											
<b>Contact:</b>	<a href="mailto:andrea.truckenbrodt@unimelb.edu.au">andrea.truckenbrodt@unimelb.edu.au</a> (mailto:andrea.truckenbrodt@unimelb.edu.au)											
<b>Subject Overview:</b>	<p>This subject builds participants' capacity to develop pedagogical knowledge and skills in order to improve language, literacy and numeracy (L,L&amp;N) outcomes for all students. Evidence is presented to demonstrate the importance of L,L&amp;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 and the place of L,L&amp;N in the curriculum; examines Australian students' performance in national and international assessment programs. It supports the development of participants' own language, literacy and numeracy skills and as well as an understanding of first and second language acquisition and the development of critical numerical concepts and applications.</p> <p>This subject identifies the L,L&amp;N demands of the range of discipline areas taught in the secondary school, including the L,L&amp;N needs of interdisciplinary content areas and in relation to e-learning. It also builds participants' capacity to assess and respond to specialised learning needs of all students, including: gifted and talented, EAL, Indigenous and students with disability.</p> <p>This subject along with <i>Teaching and Learning Contexts 1</i> and <i>Evidence Based Learning and Teaching 1</i>, requires participants to implement the Clinical Praxis Exam.</p>											
<b>Learning Outcomes:</b>	On completion of this subject, participants should be able to:											

	<ul style="list-style-type: none"> <li># Demonstrate knowledge of current research in teaching L,L&amp;N skills and understand the importance of L,L&amp;N in schooling across all learning areas</li> <li># Analyse and articulate the L,L&amp;N demands made by particular disciplines and particular learning tasks and develop teaching strategies to improve student learning</li> <li># Demonstrate an understanding of L,L&amp;N assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess students learning</li> <li># Demonstrate the capacity to interpret L,L&amp;N student assessment data to evaluate student learning and modify teaching practice</li> <li># Demonstrate an understanding of how to meet the learning needs of diverse learners through evidence based classroom planning</li> <li># Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</li> <li># Develop pedagogical approaches that cater for student diversity, including differentiation of learning</li> <li># Develop instructional and interventionist classroom practices that account for and address L,L&amp;N demands using on a range of resources.</li> </ul>
<b>Assessment:</b>	Clinical Praxis Examination (20 minute oral presentation; equivalent to 1,500 words for this subject. This is a combined task with EDUC90583 and EDUC90580) early July 40% Essay exploring language, literacy and numeracy issues and responses for EAL and students with additional learning needs (2,500 words) mid September 60% Hurdle Requirement: Completion of nine hours of online learning (4 sessions, each of 2-3 hours duration) from February to November This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Participants will be provided with a collection of readings via the online Learning Management System (LMS).
<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>	<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"> <li># Understand the significance of developing their practice on the basis of research evidence</li> <li># Be flexible and able to adapt to change through knowing how to be solution focussed</li> <li># Assess student learning needs and evaluate the effectiveness of their teaching strategies</li> <li># Find and develop appropriate resources to support students' L,L&amp;N learning</li> <li># Work in teams with skills in cooperation, communication and negotiation</li> <li># Be skilled communicators who can effectively articulate and justify their practices</li> <li># Be independent of mind, responsible, resilient and self-regulating.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Internship