

EDUC90843 Learning Area A2

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours									
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90596 Learning Area A1</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90597 Learning Area B1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90596 Learning Area A1	January	12.50	EDUC90597 Learning Area B1	January	12.50
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EDUC90596 Learning Area A1	January	12.50								
EDUC90597 Learning Area B1	January	12.50								
Corequisites:	None									
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 Overview, Learning Outcomes 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:	Mr Timothy Bush									
Contact:	timothy.bush@unimelb.edu.au (mailto:timothy.bush@unimelb.edu.au)									
Subject Overview:	<p>This subject builds on EDUC90596 Learning Area A1 and EDUC90597 Learning Area B1 by further developing participants' capacity to extend their repertoire of general subject specific practices and teaching resources and deepen their understanding of curriculum, pedagogy and assessment of their specific teaching areas. This subject focuses on participants' understanding of differentiation as a tool to cater for diverse learners and to promote student engagement. Participants build their capacity to assess and provide feedback on student learning using a variety of tools. They are encouraged to reflect on and refine their practice and identify strategies that are designed to improve learning outcomes.</p> <p>Participants will be supported to focus on the class as a whole and provide differentiated or structured teaching and learning opportunities for all students.</p>									
Learning Outcomes:	<p>On completion of this subject, participants should be able to:</p> <ul style="list-style-type: none"> # Demonstrate an enhanced ability to use curriculum and assessment knowledge to establish challenging learning goals and to select and organise content into effective teaching and learning sequences # Understand and comply with relevant legislative, administrative and organizational policies and processes required for teachers according to school stage # Demonstrate an enhanced ability to select, develop and use a range of teaching strategies and tools including ICT that engage learners and progress learning # Demonstrate a capacity to use a variety of assessment strategies to collect evidence of student needs and learning and to use assessment data to plan for future learning # Reflect critically on their own learning, teaching and assessment practices within their learning area and identify implications for their own professional growth as teachers of their Learning Area. 									

Assessment:	Presentation on Pedagogical Content Knowledge (20 Minutes, equivalent to 2000 Words) due July 50% Portfolio of Differentiated Practice (2000 Words) due October 50% Hurdle Requirement Participation in six online tasks (3 hours each) January to November This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None
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 skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change; # be flexible and able to adapt to change through knowing how to learn; # understand the significance of developing their practice on the basis of research evidence; # work in teams with skills in cooperation, communication and negotiation; # be independent of mind, reasonable, resilient, self-regulating; # have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Internship