

EDUC90861 Leading Mathematics in Primary Schools

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours									
Prerequisites:	EDUC90835 Primary Mathematics Education3 Extension may be studied concurrently <table border="1" data-bbox="387 544 1485 748"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90834 Primary Mathematics Education2 Extension</td> <td>July</td> <td>6.25</td> </tr> <tr> <td>EDUC90835 Primary Mathematics Education3 Extension</td> <td>Semester 2</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90834 Primary Mathematics Education2 Extension	July	6.25	EDUC90835 Primary Mathematics Education3 Extension	Semester 2	6.25
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EDUC90834 Primary Mathematics Education2 Extension	July	6.25								
EDUC90835 Primary Mathematics Education3 Extension	Semester 2	6.25								
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>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>									
Coordinator:	Mr Ryan Dunn									
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Subject Overview:	<p>This elective aims to build the capacity of Teacher Candidates, studying to become Mathematics Specialists, to develop and sustain improvement in student mathematics outcomes. The elective is designed to deepen the Teacher Candidates' knowledge and understanding of:</p> <ul style="list-style-type: none"> # mathematics pedagogical content knowledge and evidence-based approaches to mathematics pedagogy # the use of a range of assessment tools to analyse students' mathematical skills, understandings, and strategies to plan for targeted and differentiated mathematics teaching at the individual, class and whole-school level # leadership capabilities required to support their colleagues to become effective mathematics teachers so all students learn and are engaged. <p>This elective builds on the subject, EDUC90834 Primary Mathematics 2 Extension, completed before this elective and Primary Mathematics 3 Extension being taken at the same time as this elective.</p>									
Learning Outcomes:	<p>Upon successful completion of this subject teacher candidates should:</p> <ul style="list-style-type: none"> # be highly-skilled primary mathematics specialists who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practices 									

	<ul style="list-style-type: none"> # demonstrate strong mathematical and pedagogical content knowledge relevant to the primary setting # effectively engage students, parents, community members, and professional colleagues to support student learning and development and # demonstrate a capacity for leadership and advocacy in education.
Assessment:	Assessment 1: Strategic plan to improve mathematics and numeracy outcomes for primary school students (2000 words) due mid semester 50% Assessment 2: Presentation of the initial professional learning session for the strategic plan (1400 words) due end semester 35% Assessment 3: Reflection paper about their professional learning the presentation (600 words) due end of semester 15%
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, teacher candidates will have the knowledge, understanding, skills and dispositions 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 changes; # be flexible and able to adapt to change through being life-long learners; # understand the significance of developing their practice on the basis of research evidence; # work in teams with culturally-relevant skills in cooperation, communication and negotiation; # be independent of mind, responsible, resilient, self-regulating; and # have a conscious personal, social and pedagogical values base to guide professional decision-making.
Related Course(s):	Master of Teaching (Primary)