

EDUC90260 IB Primary Years Programme Advanced

Credit Points:	12.5											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: September, Parkville - Taught on campus. During the pre-teaching period students are required to complete reading that will be provided via LMS.											
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours.											
Prerequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90263 IB Primary Years Programme Introduced</td><td>February</td><td>12.50</td></tr><tr><td>EDUC90261 Concept Driven Curriculum (IB)</td><td>April</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90263 IB Primary Years Programme Introduced	February	12.50	EDUC90261 Concept Driven Curriculum (IB)	April	12.50
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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:	Mrs Fiona Zinn											
Contact:	fzinn@unimelb.edu.au (mailto:fzinn@unimelb.edu.au)											
Subject Overview:	In this subject, participants will further develop their understanding of the Primary Years Programme (PYP) gained from IB Primary Years Programme Introduced through both theoretical and practical components. Participants will explore definitions of international-mindedness and will articulate their understandings of the behaviour associated with the learner profile and the developing child. They will examine transdisciplinary themes and the relationships between concept-driven curriculum, skills, knowledge, attitudes and action, how the concept of the learner constructing meaning is at the core of the PYP curriculum, and how the standards and practices of the PYP can applied in different ways.											
Learning Outcomes:	This subject will enable students to: <ul style="list-style-type: none"># Explore definitions of international-mindedness;# Examine the inter-relationships of transdisciplinary themes and the essential elements within the PYP;# Articulate an understanding of the centrality of the Learner Profile in the PYP and its links to the MYP and DP;# Demonstrate how these understandings inform pedagogy and curriculum design;# Initiate and participate in a professional learning culture that values critical analysis and reflection											

Assessment:	2000 word essay explaining central tenets of the PYP Curriculum in theory and practice (specific essay topic will be distributed via LMS and in lectures), due mid semester (40%) 3000 word essay outlining a rationale for and design of a half day a Professional Development Program, due examination period (60%) Hurdle Requirements: Students are required to maintain a personal reflective journal that records their responses to the readings in this subject to demonstrate understanding of the theoretical perspectives of the IB PYP and the realities and constraints of implementing these aspects of the PYP in schools. The Journal should demonstrate student's ability to identify key theoretical understandings expressed in the literature and critically reflect on and analyse these in relation to the implementation of the IB PYP. To enable students to meet the requirements for a pass in this subject, the Reflective Journal must be completed via LMS by the due date (in mid semester) for non-graded assessment. 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:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Demonstrate essential knowledge and skills to perform competently as a specialist teacher; # Comprehend the intellectual, social and psychological aspects of their work with learners in the PYP and synthesise theory and practice; # Articulate the values inherent in International Baccalaureate education; # Articulate the centrality of the IB Learner Profile and the standards and practices of the International Baccalaureate Primary Years Programme to PYP pedagogy and curriculum design; # Evaluate and use constructive criticism of their own work and of the institutions in which they teach.
Links to further information:	https://handbook.unimelb.edu.au/view/current/960IB https://handbook.unimelb.edu.au/view/current/960ID
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Graduate Certificate in Education (International Baccalaureate) PYP Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) PYP