

# 981PY Postgraduate Certificate in Education (International Baccalaureate)

<b>Year and Campus:</b>	2011 - Parkville																	
<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>Level:</b>	Graduate/Postgraduate																	
<b>Duration &amp; Credit Points:</b>	50 credit points taken over 12 months full time. This course is available as full or part time.																	
<b>Coordinator:</b>	Assoc Prof Kay Margetts																	
<b>Contact:</b>	Education Student Centre Level 2 Alice Hoy Building																	
<b>Course Overview:</b>	<p>The Postgraduate Certificate in Educational Studies (International Baccalaureate) course has been designed to broaden teacher's understanding and skills in relation to the philosophy and concepts underlying the International Baccalaureate Programmes (PYP and DP) including processes, culture and classroom practices. The course is recommended for teachers currently teaching in IB schools, those wishing to teach in IB schools or wanting to develop networks between IB schools. This qualification will be recognised by the International Baccalaureate as a credential for teachers in IB schools.</p> <p>This is a full fee paying course.</p> <p>Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.</p>																	
<b>Objectives:</b>	<p>Students who have completed the Postgraduate Certificate in Educational Studies (International Baccalaureate) should be able to:</p> <ul style="list-style-type: none"> <li># Demonstrate the essential knowledge and skills to perform competently as an IB teacher;</li> <li># Comprehend the intellectual, social and psychological aspects of their IB work with learners and synthesise theory and practice;</li> <li># Understand the key concepts of IB curriculum policy formation and IB curriculum development;</li> <li># Evaluate and use constructive criticism of their own work and of the institutions in which they teach;</li> <li># Develop theoretical understandings of the International Baccalaureate; and</li> <li># Demonstrate an understanding of curriculum delivery modes of the IB as a model for professional learning.</li> </ul>																	
<b>Course Structure &amp; Available Subjects:</b>	Students complete 50 points of study																	
<b>Subject Options:</b>	<p>The course is comprised of four compulsory subjects</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90263 IB Primary Years Programme Introduced</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90262 Assessment and Reporting (IB)</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90261 Concept Driven Curriculum (IB)</td> <td>August, September</td> <td>12.50</td> </tr> <tr> <td>EDUC90260 IB Primary Years Programme Advanced</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90263 IB Primary Years Programme Introduced	February	12.50	EDUC90262 Assessment and Reporting (IB)	Semester 2	12.50	EDUC90261 Concept Driven Curriculum (IB)	August, September	12.50	EDUC90260 IB Primary Years Programme Advanced	February	12.50
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<b>Entry Requirements:</b>	<p>An applicant may be eligible for entry into the Postgraduate Certificate in Educational Studies (International Baccalaureate) if the applicant has:</p> <ul style="list-style-type: none"> <li># completed an approved degree and an approved teaching qualification; or</li> <li># completed an approved four-year teaching degree; or</li> </ul>																	

	# completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.
<b>Core Participation Requirements:</b>	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
<b>Graduate Attributes:</b>	The University's general graduate attributes are located on the Office of the Provost's website: <a href="http://www.unimelb.edu.au/about/attributes.html">http://www.unimelb.edu.au/about/attributes.html</a>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Notes:</b>	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization