

EDUC90260 IB Primary Years Programme Advanced

Credit Points:	12.50												
Level:	9 (Graduate/Postgraduate)												
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught online/distance. Parkville Campus												
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 125 additional study hours. 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.												
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="389 607 1485 869"> <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> </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
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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 Description, Subject Objectives, Generic Skills 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 HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H												
Coordinator:	Dr John Munro												
Contact:	Education Student Centre												
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.												
Objectives:	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:	Written assignment equivalent to 4,000 words (100 per cent).
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 students should be able to:</p> <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:	www.education.unimelb.edu.au
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)