

568GN Postgraduate Certificate in Education (Generalist)

Year and Campus:	2012 - Parkville																							
CRICOS Code:	038944E																							
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																							
Level:	Graduate/Postgraduate																							
Duration & Credit Points:	50 credit points taken over 6 months full time. This course is available as full or part time.																							
Coordinator:	Assoc Prof John Polesel																							
Contact:	Education Student Centre Level 2 Alice Hoy Building																							
Course Overview:	<p>The School of Education has responded to the significant demand from schools for relatively short, intensive and flexible programs of professional development - programs which will enable participants to access the latest developments in research, policy and practice. In designing a program of studies to reflect the current professional development priorities for teachers in leadership positions in both government and non-government schools, the School has consulted closely with the Victorian Department of Education and Early Childhood Department.</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>																							
Objectives:	<p>Students completing the course should:</p> <ul style="list-style-type: none"> # have knowledge of current thinking and research in their field of study; # be stimulated to think critically and analytically about issues and ideas; # be encouraged to think critically and creatively about their teaching; # have the opportunity to explore the relevance and application of new ideas to their professional practice; # engage in problem solving both independently and as a member of a team; # tease out their own assumptions and evaluate their own ideas; # demonstrate broad writing and communication skills; # be eligible, under particular specified conditions, for employment in designated positions within the Victorian Department of Education and Training, and in other schools authorities; # have an ongoing and deepening commitment to the study and practice of education # establish a sound basis for further studies in Education at the Masters level. 																							
Course Structure & Available Subjects:	To qualify for the award of Postgraduate Certificate in Educational Studies, a student must satisfactorily complete 50 points of coursework, selected from the pool of postgraduate level subjects accessible to Masters and Postgraduate Certificate/Diploma students. Students are not required to undertake studies in one particular area of specialisation.																							
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90140 Curriculum Leadership and Management</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90139 Leading a Learning Community</td> <td>January, September</td> <td>12.50</td> </tr> <tr> <td>EDUC90138 Assessment & Develop. of Administrators</td> <td>July</td> <td>25</td> </tr> <tr> <td>EDUC90137 Personal and Interpersonal Processes</td> <td>January, September</td> <td>12.50</td> </tr> <tr> <td>EDUC90126 School Effectiveness and Improvement</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90051 Language and Language Acquisition</td> <td>Not offered 2012</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90140 Curriculum Leadership and Management	July	12.50	EDUC90139 Leading a Learning Community	January, September	12.50	EDUC90138 Assessment & Develop. of Administrators	July	25	EDUC90137 Personal and Interpersonal Processes	January, September	12.50	EDUC90126 School Effectiveness and Improvement	January	12.50	EDUC90051 Language and Language Acquisition	Not offered 2012	25
Subject	Study Period Commencement:	Credit Points:																						
EDUC90140 Curriculum Leadership and Management	July	12.50																						
EDUC90139 Leading a Learning Community	January, September	12.50																						
EDUC90138 Assessment & Develop. of Administrators	July	25																						
EDUC90137 Personal and Interpersonal Processes	January, September	12.50																						
EDUC90126 School Effectiveness and Improvement	January	12.50																						
EDUC90051 Language and Language Acquisition	Not offered 2012	25																						

	EDUC90287 Promoting Positive Learning	Semester 1	12.50
	EDUC90278 The Psychology of Exceptional Learning	March	12.50
	EDUC90277 Prof Practice - Specific Learnng Diff 1	Semester 1, Semester 2	12.50
	EDUC90276 Prof Practice Specific Learnng Diff 2	Semester 1, Semester 2	12.50
	EDUC90196 School-based Intervention Strategies	Not offered 2012	12.50
	EDUC90195 Learning Disabilities: Literacy	March	12.50
	EDUC90194 Learning Disabilities: Numeracy	July, August	12.50
	EDUC90290 Promoting Positive Behaviour	August	12.50
	EDUC90287 Promoting Positive Learning	Semester 1	12.50
	EDUC90193 Classroom Strategies:Gifted Education	March	12.50
	EDUC90192 Understanding & Identifying Gifted Lrng	March	12.50
	EDUC90033 Cyber Culture and Education	Not offered 2012	25
	EDUC90034 Online Education and Training	Not offered 2012	25
	EDUC90013 Teaching With Information Technology	Not offered 2012	25
	EDUC90009 Multimedia and the Web for Education	Not offered 2012	25
	EDUC90008 ICT and Curriculum	Not offered 2012	25
	EDUC90004 Discrete Maths. & Maths. Modelling	February	25
	EDUC90003 Mathematical Statistics For Teachers	July	25
	EDUC90166 The Thinking Curriculum-Theory & Prac	Not offered 2012	25
	EDUC90104 Second Language Assessment	February	25
Entry Requirements:	<p>An applicant may be eligible for entry into the Postgraduate Certificate in Educational Studies if the applicant has:</p> <ul style="list-style-type: none"> # completed an approved degree and an approved teaching qualification; or # completed an approved four-year teaching degree; or # 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. 		
Core Participation Requirements:	<p>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</p>		

	<p>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.</p>
Graduate Attributes:	<p>The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html</p>
Links to further information:	<p>www.education.unimelb.edu.au</p>