

## 695AA Master of Education Policy (International)

<b>Year and Campus:</b>	2012 - Parkville																				
<b>CRICOS Code:</b>	052665F																				
<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>	100 credit points taken over 12 months full time. This course is available as full or part time.																				
<b>Coordinator:</b>	Mary Leahy																				
<b>Contact:</b>	Education Student Centre Alice Hoy Building																				
<b>Course Overview:</b>	<p>One of the most significant trends in policy development around the world has been the restructuring of education systems in the light of near-universal participation at the secondary level, the growing demand to accommodate vocational education and training in schools and the effects of globalisation on pedagogy and curriculum. It is only through an understanding of these responses and the contexts in which they have occurred that Australian policy formation can occur at the level of international best practice. This course aims to place the analysis of Australian education policy in this broader national and international context of best practice, and will provide a targeted program of study in three international systems. There are no other courses in Australia offering a similar combination of study and overseas experience in this field and very few internationally with a comparative international focus.</p>																				
<b>Objectives:</b>	<p>Students who have completed the Master of Education Policy (International) should be able to:</p> <ul style="list-style-type: none"> <li># assist the students to critically analyse key contemporary issues in education policy in Australia in the light of international experience and learning and to undertake a review of the relevant research and policy literature;</li> <li># provide the academic foundation for a critical analysis of the international systems targeted for visits;</li> <li># review policy issues in a selection of OECD countries, with a critical emphasis on frameworks of comparison and the quality of a range of current efforts at benchmarking and "league ladders";</li> <li># visit a range of schools in the targeted international systems in order to gain a critical understanding of their mission and clientele and of emerging policy issues as they affect those institutions;</li> <li># visit universities in the targeted nations in order to gain a critical perspective on the main challenges facing policy makers in those countries;</li> <li># enable students to present a critical overview (through written and oral presentations) of education policy issues in a selection of international systems and in their own educational constituency.</li> </ul>																				
<b>Course Structure &amp; Available Subjects:</b>	Subjects will be required to take any four subjects but if they want to undertake the Study Tour then they must complete Comparative Education Policy first.																				
<b>Subject Options:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90145 Comparative Education Policy</td> <td>March</td> <td>25</td> </tr> <tr> <td>EDUC90163 Education Policy: International Study</td> <td>Semester 2</td> <td>25</td> </tr> <tr> <td>EDUC90146 Education Policy and Reform in Australia</td> <td>Semester 1</td> <td>25</td> </tr> <tr> <td>EDUC90150 Education Policy: Negotiated Project</td> <td>Semester 1, Semester 2</td> <td>25</td> </tr> <tr> <td>EDUC90644 Globalisation and Leadership</td> <td>July</td> <td>25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90145 Comparative Education Policy	March	25	EDUC90163 Education Policy: International Study	Semester 2	25	EDUC90146 Education Policy and Reform in Australia	Semester 1	25	EDUC90150 Education Policy: Negotiated Project	Semester 1, Semester 2	25	EDUC90644 Globalisation and Leadership	July	25
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<b>Entry Requirements:</b>	<p>An applicant may be eligible for entry in the Master of Education Policy (International) if the applicant has:</p> <ul style="list-style-type: none"> <li># an honours degree in education; or</li> <li># a postgraduate certificate or postgraduate diploma in the field of education; or</li> <li># a four-year degree, or equivalent, and at least two years of documented relevant professional experience.</li> </ul>
<b>Core Participation Requirements:</b>	<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:</p> <ul style="list-style-type: none"> <li>a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately;</li> <li>b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive;</li> <li>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;</li> <li>d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);</li> <li>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;</li> <li>f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;</li> <li>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.</li> </ul> <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
<b>Graduate Attributes:</b>	<p>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></p>
<b>Generic Skills:</b>	<p>On completion of this course, students should have:</p> <ul style="list-style-type: none"> <li># an advanced understanding of the changing knowledge base in education policy;</li> <li># an ability to evaluate and synthesise the research and professional literature on education policy;</li> <li># advanced skills and techniques applicable to education policy;</li> <li># well-developed problem-solving abilities related to education policy, characterised by flexibility of approach;</li> <li># advanced competencies in areas of professional expertise and/or scholarship;</li> <li># a capacity to articulate their knowledge and understanding in oral and written presentations;</li> <li># an advanced understanding of the international context and sensitivities of education policy;</li> <li># an appreciation of the design, conduct and reporting of original research;</li> <li># a capacity to manage competing demands on time, including self-directed project work;</li> <li># a profound respect for truth and intellectual integrity, and for the ethics of scholarship;</li> <li># an appreciation of the ways in which advanced knowledge equips the student to offer leadership in education policy;</li> <li># the capacity to value and participate in projects which require team-work;</li> <li># an understanding of the significance and value of their knowledge to the wider community (including business and industry);</li> <li># a capacity to engage where appropriate with issues in contemporary society.</li> </ul>

**Links to further  
information:**

[www.education.unimelb.edu.au](http://www.education.unimelb.edu.au)