

## 981MY Postgraduate Certificate in Education (Middle Years Literacies)

<b>Year and Campus:</b>	2012 - 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 part time.																	
<b>Coordinator:</b>	Dr Julie Hamston																	
<b>Contact:</b>	Education Student Centre Level 2 Alice Hoy Building																	
<b>Course Overview:</b>	<p>The Postgraduate Certificate in Educational Studies (Middle Years Literacies) course addresses the need for all teachers to undergo ongoing professional learning to fulfil the requirements for teacher registration as stipulated by the Victorian Institute of Teaching. The course is focused on developing teachers' knowledge about literacy learning and teaching in the middle years of schooling. The needs of diverse groups of learners and the nature of twenty-first century literacies are also explored.</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 completing the Postgraduate Certificate in Educational Studies (Middle Years Literacies) will be able to:</p> <ul style="list-style-type: none"> <li># Have knowledge of current research in teaching literacy to middle years students;</li> <li># Have the ability to recognise the specific literacy learning needs of students;</li> <li># Have awareness of classroom strategies for developing their students' language and literacy skills;</li> <li># Understand the diversity of the textual modes and types that students need to master, and have the capacity to work with students in achieving this;</li> <li># Understand the importance of developing their students' capacity for critical and creative practice across the range of literacies they use.</li> </ul>																	
<b>Course Structure &amp; Available Subjects:</b>	Students complete 50 points of study																	
<b>Subject Options:</b>	<p>Students undertake 4 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>EDUC90338 Literacy Planning for Diverse Learners</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90340 Oral Language for Literacy and Learning</td> <td>April</td> <td>12.50</td> </tr> <tr> <td>EDUC90341 Reading for Engagement and Comprehension</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90339 Engaging Students with Writing</td> <td>September</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90338 Literacy Planning for Diverse Learners	February	12.50	EDUC90340 Oral Language for Literacy and Learning	April	12.50	EDUC90341 Reading for Engagement and Comprehension	July	12.50	EDUC90339 Engaging Students with Writing	September	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 (Middle Years Literacies) if the applicant has:</p> <ul style="list-style-type: none"> <li># completed an approved degree and an approved teaching qualification or equivalent;</li> <li># completed an approved four-year teaching degree or equivalent; or</li> <li># 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.</li> </ul>																	
<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																	

	<p>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.</p>
<b>Graduate Attributes:</b>	Not available
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>