

GC-EDTFA Professional Certificate in Education (TFA Mentoring)

| Year and Campus: | 2012 - Parkville | | | | | | | | | | | | | | |
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| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees | | | | | | | | | | | | | | |
| Level: | Graduate/Postgraduate | | | | | | | | | | | | | | |
| Duration & Credit Points: | 25 credit points taken over 6 months part time. | | | | | | | | | | | | | | |
| Coordinator: | Veronia Volkoff | | | | | | | | | | | | | | |
| Contact: | Education Student Centre | | | | | | | | | | | | | | |
| Course Overview: | An essential part of the Postgraduate Diploma in Teaching (TFA) program is preparing the staff who will be mentoring the associates, so that they understand the conceptual framework of the Postgraduate Diploma in Teaching that the associates will be undertaking. This Professional Certificate is designed to provide this training for mentors. | | | | | | | | | | | | | | |
| Objectives: | <p>On completion of this course, participants will be able to:</p> <ul style="list-style-type: none"> # Understand the theoretical framework of the Master of Teaching; # Articulate the importance of data for making pedagogic interventions # Have a common language for mentoring TFA Associates. | | | | | | | | | | | | | | |
| Course Structure & Available Subjects: | This course is built around three core subjects. | | | | | | | | | | | | | | |
| Subject Options: | <p>This course comprises three core subjects:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90645 Teaching as Clinical Practice</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90647 Leadership (TFA Mentors)</td> <td>January</td> <td>6.25</td> </tr> <tr> <td>EDUC90646 Mentoring (TFA)</td> <td>January</td> <td>6.25</td> </tr> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90645 Teaching as Clinical Practice | January | 12.50 | EDUC90647 Leadership (TFA Mentors) | January | 6.25 | EDUC90646 Mentoring (TFA) | January | 6.25 |
| Subject | Study Period Commencement: | Credit Points: | | | | | | | | | | | | | |
| EDUC90645 Teaching as Clinical Practice | January | 12.50 | | | | | | | | | | | | | |
| EDUC90647 Leadership (TFA Mentors) | January | 6.25 | | | | | | | | | | | | | |
| EDUC90646 Mentoring (TFA) | January | 6.25 | | | | | | | | | | | | | |
| Entry Requirements: | <p>1. The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria:</p> <ul style="list-style-type: none"> • a three year undergraduate degree and a fourth year level education qualification, or a four year education degree; and • a role as mentor to an associate, or as a clinical specialist or principal of a school, in the Teach for Australia program. <p>2. The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.</p> | | | | | | | | | | | | | | |
| 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 independently for students and in all their interactions meet community expectations of the</p> | | | | | | | | | | | | | | |

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| | 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. |
| Graduate Attributes: | The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html |