

## PC-EDINTV Postgraduate Certificate in Educational Intervention

<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>	Mrs Shiralee Poed											
<b>Contact:</b>	<b><a href="mailto:spoed@unimelb.edu.au">spoed@unimelb.edu.au</a> (mailto:spoed@unimelb.edu.au)</b> PH: 9035 3291											
<b>Course Overview:</b>	The Postgraduate Certificate in Educational Intervention is a one-year course designed to prepare leaders in educational organisations to work with children who are in need of educational intervention. It is intended to be inclusive of those who work in early childhood, primary, secondary or specialist educational settings. The course aims to provide a blend of practical knowledge, conceptual frameworks and state-of-the-art research in the area of educational intervention. The program is designed to provide a specialist qualification for those who aspire to, or those who work in, senior school leadership positions.											
<b>Objectives:</b>	<p>Students who have completed the Postgraduate Certificate in Educational Intervention should be able to:</p> <ul style="list-style-type: none"> <li># demonstrate an advanced knowledge and understanding of current issues and challenges in relation to effective educational intervention;</li> <li># demonstrate the capacity to understand and analyse advanced case studies of significant problems and learning issues experienced by students in educational settings;</li> <li># apply the latest research in educational intervention;</li> <li># demonstrate an appreciation of professional responsibilities and ethical principles associated with leading educational change.</li> </ul>											
<b>Course Structure &amp; Available Subjects:</b>	The course comprises the two subjects below plus EDUC90756 Using Data to Build Learning Pathways, which will be available in 2013.											
<b>Subject Options:</b>	<p>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>EDUC90247 Literacy Intervention Strategies</td> <td>October, Semester 1</td> <td>25</td> </tr> <tr> <td>EDUC90287 Promoting Positive Learning</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90247 Literacy Intervention Strategies	October, Semester 1	25	EDUC90287 Promoting Positive Learning	Semester 1	12.50
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<b>Entry Requirements:</b>	<p>An applicant may be eligible for entry into the Postgraduate Certificate in Educational Intervention if they have:</p> <ul style="list-style-type: none"> <li># Completed an approved degree and an approved teaching qualification or equivalent; or</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 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> <p>In addition, applicants who did not complete their tertiary studies completely in English must meet one of the recognised English Language Requirements set by the University of Melbourne for graduate studies. For more information see: <a href="http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements">http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements</a> (<a href="http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements">http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements</a>)</p>											
<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>
<p><b>Generic Skills:</b></p>	<p>On completion of this course participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;</li> <li># Be able to adapt to and lead change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Be independent of mind and self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>