

PC-TSS Postgraduate Certificate in the Teaching of Shakespeare

Year and Campus:	2012 - Parkville																	
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 12 months part time.																	
Coordinator:	Dr Christine Sinclair																	
Contact:	Education Student Centre																	
Course Overview:	<p>The course will offer to teachers and teaching artists active, leading edge academic & performance approaches to teaching Shakespeare and key literature. It will provide subject knowledge, artistic and pedagogical skills, and understanding of contemporary issues including intercultural approaches, multiliteracies, use of information technologies, inclusion, gender and cultural entitlement.</p> <p>This course is offered over one year part-time.</p>																	
Objectives:	<p>Students completing the Postgraduate Certificate in the Teaching of Shakespeare will:</p> <ul style="list-style-type: none"> # have engaged with and have a basic understanding of the scholarship of Shakespeare in production; # have developed skills in the practice of Shakespeare in rehearsal and production; # understand contemporary issues in the teaching of Shakespeare; # have critically examined a range of active pedagogy in the study of Shakespeare and other complex texts; # have learned, practised and implemented a range of pedagogical skills in the teaching of Shakespeare and other complex texts; # have explored a range of relevant educational themes in the study of Shakespeare and literature, including intercultural issues, multiliteracies, information technology, inclusion, gender and cultural entitlement. 																	
Course Structure & Available Subjects:	<p>An important tenet of teaching Shakespeare is that it should include some drama activities'. Each semester consists of a one week intensive program, of face-to-face intensive theatre-based activities, accompanied by practical workshops in pedagogy followed by twelve weeks of a reading program combined with workplace-based action research tasks. This last component is supported on-line, through weekly discussion forums and interactive feedback sessions.</p>																	
Subject Options:	<p>The course is comprised of four subjects:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90494 Teaching Shakespeare</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90495 Shakespeare in Classroom and Community</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90496 Shakespeare and Dramatic Pedagogy</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90497 Implementing Dramatic Processes</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90494 Teaching Shakespeare	July	12.50	EDUC90495 Shakespeare in Classroom and Community	July	12.50	EDUC90496 Shakespeare and Dramatic Pedagogy	January	12.50	EDUC90497 Implementing Dramatic Processes	January	12.50
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Entry Requirements:	<p>An applicant may be eligible for entry into the Postgraduate Certificate in Teaching Shakespeare, if the applicant has:</p> <ul style="list-style-type: none"> # An appropriate undergraduate degree and a fourth-year level education qualification, or equivalent, including, in one or both, significant study of drama, literature or allied disciplines; or # An undergraduate degree in a relevant area, eg English, drama, together with at least two years professional experience in either theatre performance, directing or production, or in working in educational contexts, or equivalent. 																	

	<p>In addition to one of the above, access to a school or educational setting where the work-place based component can be implemented.</p> <p>PLEASE NOTE: There is a strict quota on the places available, and applicants will write a letter of application stating their qualifications, appropriateness and readiness for the course. Interviews may also be called for.</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 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.edfac.unimelb.edu.au</p>