960IA Master of Education (International Baccalaureate)

Year and Campus:	2014 - Parkville
CRICOS Code:	056817G
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.
Coordinator:	Nicky Dulfer
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Course Overview:	The Master of Education (International Baccalaureate) offers a specialist degree particularly for teachers and administrators in secondary education who want to broaden their understanding and skills in relation to the philosophy and concepts underlying the International Baccalaureate Programmes. This course is ideal for those wanting to undertake the 981DP Postgraduate Certificate in Education (International Baccalaureate) – DP Stream as part of an MEd and undertake further coursework study with a focus on IB education, including the option of a focused inquiry into an aspect IB policy and practice. This is a coursework classified course. Please note that this program will not provide graduates with qualifications to teach in Australia.
Learning Outcomes:	Students completing this course should be able to: # demonstrate a superior knowledge and understanding of educational theory in the field of international education; # have an understanding of the theory and practice of educational research needed to evaluate research literature and carry out appropriate inquiry/research activity; # make effective use of the findings of educational writings and research in formulating solutions to issues or challenges in the area of international education; # demonstrate depth of knowledge and understanding that will enable them to be a resource for colleagues regarding issues in international education in particular professional situations; # demonstrate an appreciation of professional responsibilities and ethical principles in relation to the promotion of learning and teaching which should characterise leaders in the education profession.
Course Structure & Available Subjects:	Students complete 4 core subjects totalling 50 points and 50 points of elective subjects
Subject Options:	**Core Subjects**

Subject	Study Period Commencement:	Credit Points:
EDUC90333 Introduction to the IB Diploma Programme	March	12.50
EDUC90332 The Diploma Programme Hexagon	August	12.50
EDUC90331 Assessment & Reporting in the IB Diploma	September	12.50
EDUC90330 IB Diploma Specialist Disciplines	Semester 1, Semester 2	12.50

Elective Subjects

Students will complete 50 points of elective subjects in total.

Students requiring eligibility for the *IB Advanced Certificate in Teaching and Learning*, must complete EDUC90490 Negotiated Project (International) (25 pts)

Students who do not require eligibility for the *IB Advanced Certificate in Teaching and Learning*, will complete EDUC90620 Reading Educational Research (12.5pts) and EDUC90057 Negotiated Capstone Project (12.5pts)

The remaining 25 points of elective subjects will be selected from the Melbourne Graduate School of Education **Master of Education (../../view/current/960-AC)** or **specialist Masters (http://www.education.unimelb.edu.au/futurestudents/courses/masters/)** programs, subject to meeting any prerequisite requirements.

Subject	Study Period Commencement:	Credit Points:
EDUC90490 Negotiated Project (International)	Semester 1, Semester 2	25
EDUC90057 Negotiated Capstone Project	Semester 1, Semester 2	12.50
EDUC90620 Reading Educational Research	August, Semester 1	12.50

Entry Requirements:

An applicant may be eligible for entry into the Master of Education (International Baccalaureate) 960 IA if the applicant has:

completed an approved degree and an approved teaching qualification; or
completed an approved four-year teaching degree; or
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.

Core Participation Requirements:

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.

Further Study:

Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A grade average. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.

Professional Accreditation:	The course is approved by the International Baccalaureate ® in relation to the *IB Certificate in Teaching and Learning.* It is also recognised by the International Baccalaureate ® in relation to the *IB Advanced Certificate in Teaching and Learning* for those students who undertake Negotiated Project EDUC90490.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/international_baccalaureate
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization