

EDUC90263 IB Primary Years Programme Introduced

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 125 additional study hours 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.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject introduces participants to the Primary Years Programme (PYP), in the International Baccalaureate, as a philosophy and framework to promote teaching and learning and international-mindedness. It examines the essential elements of the PYP curriculum, transdisciplinary themes and the written, taught and assessment components that underpin the programme. Participants will focus on the pedagogy of inquiry, exploring how this emphasis has shaped the PYP curriculum, as well as developing a theoretical understanding of how students learn in the Primary Years Programme and how the Learner Profile is central to the curriculum. The collaborative planning process of the PYP, necessary PYP standards and the relationship between assessment and learning will also be explored.
Learning Outcomes:	This subject will enable students to: <ul style="list-style-type: none"> # Demonstrate knowledge and understanding of the philosophy underpinning the International Baccalaureate Primary Years Programme; # Articulate how transdisciplinary themes provide a vehicle for the exploration of knowledge in the programme; # Explore the pedagogy of inquiry and how this shapes the curriculum; # Develop a theoretical understanding of how students learn in the International Baccalaureate Primary Years Programme and how the Learner Profile is central to the programme; # Demonstrate an understanding of the relationship of assessment to learning.
Assessment:	2500 word essay on creation and development of a personal professional portfolio that demonstrates key understandings of the Primary Years Programme, due mid-semester, 50%. 2500 word essay on the role that each of the Essential Elements play in the realisation of the IB mission due end of semester, 50%. There is one hurdle requirement: Students are required to maintain a personal reflective journal that records their responses to the readings in this subject to demonstrate understanding of the theoretical perspectives of the IB PYP and the realities and constraints of implementing these aspects of the PYP in schools. A summative reflection should be provided as a conclusion. The Journal should demonstrate student's ability to identify key theoretical understandings expressed in the literature and critically reflect on and analyse these in relation to the implementation of the IB PYP. To enable students to meet the requirements for

	a pass in this subject, the Reflective Journal must be brought to classes and handed in for non-graded assessment.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # Demonstrate essential knowledge and skills to perform competently as a specialist teacher; # Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice; # Articulate the key concepts of international-mindedness and the IB Learner Profile in IB education; # Explain the application of essential elements of the International Baccalaureate Primary Years Programme to curriculum; # Evaluate and use constructive criticism of their own work and of the institutions in which they teach.
Links to further information:	www.education.unimelb.edu.au
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)