

PC-EDINTV Postgraduate Certificate in Educational Intervention

Year and Campus:	2014														
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														
Coordinator:	Dr Lisa McKay-Brown														
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)														
Course Overview:	<p>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.</p>														
Learning Outcomes:	<p>Students who have completed the Postgraduate Certificate in Educational Intervention should be able to:</p> <ul style="list-style-type: none"> # demonstrate an advanced knowledge and understanding of current issues and challenges in relation to effective educational intervention; # demonstrate the capacity to understand and analyse advanced case studies of significant problems and learning issues experienced by students in educational settings; # apply the latest research in educational intervention; # demonstrate an appreciation of professional responsibilities and ethical principles associated with leading educational change. 														
Course Structure & Available Subjects:	There are three compulsory subjects.														
Subject Options:	<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>July, Semester 1</td> <td>25</td> </tr> <tr> <td>EDUC90287 Promoting Positive Learning</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90756 Using Data To Build Learning Pathways</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90247 Literacy Intervention Strategies	July, Semester 1	25	EDUC90287 Promoting Positive Learning	Semester 1	12.50	EDUC90756 Using Data To Build Learning Pathways	March	12.50
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Entry Requirements:	<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"> # Completed an approved degree and an approved teaching qualification or equivalent; or # Completed an approved four year teaching degree or equivalent; or # 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. <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: http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements (http://www.futurestudents.unimelb.edu.au/admissions/entry-requirements)</p>														

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. 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 may progress to a range of other graduate coursework programs.
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change; # Be able to adapt to and lead change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Be independent of mind and self-regulating; # Have a conscious personal and social values base.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/