

610AA Postgraduate Certificate in Early Literacy Intervention

| Year and Campus: | 2015 | | | | | | | | | |
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| 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 6 months | | | | | | | | | |
| Coordinator: | Associate Professor John Munro | | | | | | | | | |
| Contact: | <p>The last intake to this course was in 2014, from 2015 please refer to the <u>Graduate Certificate in Early Literacy Intervention</u> (../view/current/GC-ELI) .</p> <p>Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)</p> | | | | | | | | | |
| Course Overview: | <p>The last intake to this course was in 2014, from 2015 please refer to the <u>Graduate Certificate in Early Literacy Intervention</u> (../view/current/GC-ELI) .</p> <p>The Postgraduate Certificate in Early Literacy Intervention consists of two 25 point subjects and is completed over one year on a part-time basis.</p> <p>The course is offered on a fee paying basis only, normally through sponsorship by the Catholic Education Office.</p> | | | | | | | | | |
| Learning Outcomes: | <p>By the end of the course, participants will be able to :</p> <ul style="list-style-type: none"> # demonstrate a high level of competence in the management of literacy intervention programs for young children in the first two years of schooling; # make effective use of the finding of writings and research in literacy intervention; have a depth of knowledge and understanding that will enable them to be a resource for colleagues in literacy intervention related professional situations; # demonstrate a superior knowledge and understanding of literacy and intervention theory and practice. | | | | | | | | | |
| Course Structure & Available Subjects: | Students are required to complete two 25 -point compulsory subjects | | | | | | | | | |
| Subject Options: | <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>February</td> <td>25</td> </tr> <tr> <td>EDUC90204 Project in Literacy Intervention</td> <td>August, Semester 2</td> <td>25</td> </tr> </tbody> </table> | Subject | Study Period Commencement: | Credit Points: | EDUC90247 Literacy Intervention Strategies | February | 25 | EDUC90204 Project in Literacy Intervention | August, Semester 2 | 25 |
| Subject | Study Period Commencement: | Credit Points: | | | | | | | | |
| EDUC90247 Literacy Intervention Strategies | February | 25 | | | | | | | | |
| EDUC90204 Project in Literacy Intervention | August, Semester 2 | 25 | | | | | | | | |
| Entry Requirements: | <p>An applicant may be eligible for entry into the Postgraduate Certificate in Early Literacy Intervention if the applicant has:</p> <ul style="list-style-type: none"> # completed to a standard satisfactory to the Faculty, a degree and an approved teaching qualification from a university or tertiary institution approved by the Faculty; or # completed to a standard satisfactory to the Faculty, a four year teaching qualification from a university or tertiary institution approved by the Faculty; or # completed at a standard satisfactory for the Faculty, a degree or diploma in a social or human science discipline from a university or tertiary institution approved by the Faculty; or # completed an equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course; or # has achieved a record of professional experience in Literacy education acceptable to the Faculty. | | | | | | | | | |
| 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</p> | | | | | | | | | |

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| | <p>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:</p> <ul style="list-style-type: none"> 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. <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p> |
| Further Study: | Graduates may progress to a range of other graduate coursework programs. |
| Links to further information: | www.education.unimelb.edu.au |