

EDUC90260 IB Primary Years Programme Advanced

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. September, Parkville - Taught on campus. During the pre-teaching period students are required to complete reading that will be provided via LMS.									
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours.									
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90263 IB Primary Years Programme Introduced</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90261 Concept Driven Curriculum (IB)</td> <td>April</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90263 IB Primary Years Programme Introduced	February	12.50	EDUC90261 Concept Driven Curriculum (IB)	April	12.50
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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 Disability Liaison website: http://www.services.unimelb.edu.au/disability									
Coordinator:	Dr Catherine Scott, Dr Harry Galatis, Mrs Fiona Zinn									
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)									
Subject Overview:	In this subject, participants will further develop their understanding of the Primary Years Programme (PYP) gained from IB Primary Years Programme Introduced through both theoretical and practical components. Participants will explore definitions of international-mindedness and will articulate their understandings of the behaviour associated with the learner profile and the developing child. They will examine transdisciplinary themes and the relationships between concept-driven curriculum, skills, knowledge, attitudes and action, how the concept of the learner constructing meaning is at the core of the PYP curriculum, and how the standards and practices of the PYP can applied in different ways.									
Learning Outcomes:	This subject will enable students to: <ul style="list-style-type: none"> # Explore definitions of international-mindedness; # Examine the inter-relationships of transdisciplinary themes and the essential elements within the PYP; # Articulate an understanding of the centrality of the Learner Profile in the PYP and its links to the MYP and DP; # Demonstrate how these understandings inform pedagogy and curriculum design; # Initiate and participate in a professional learning culture that values critical analysis and reflection 									

Assessment:	2000 word essay explaining how the concepts of international mindedness and the development of the learner profile inform the pedagogy of the PYP Curriculum, due mid semester 40% 3000 word essay outlining a rationale for and design of a half day a Professional Development Program, due examination period 60% 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. 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.
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:	On completion of this subject students should be able to: <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 in the PYP and synthesise theory and practice; # Articulate the values inherent in International Baccalaureate education; # Articulate the centrality of the IB Learner Profile and the standards and practices of the International Baccalaureate Primary Years Programme to PYP pedagogy and curriculum design; # Evaluate and use constructive criticism of their own work and of the institutions in which they teach.
Links to further information:	https://handbook.unimelb.edu.au/view/current/960IB https://handbook.unimelb.edu.au/view/current/960ID
Notes:	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
Related Course(s):	Graduate Certificate in Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Postgraduate Certificate in Education (International Baccalaureate)