

PR-ARTSED Professional Certificate in Arts Education

Year and Campus:	2015 - Parkville											
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees											
Level:	Graduate/Postgraduate											
Duration & Credit Points:	25 credit points taken over 12 months part time.											
Coordinator:	Dr Robert Brown											
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)											
Course Overview:	<p>The introduction of a national arts curriculum is a significant development for education in Australia. The Professional Certificate in Arts Education provides comprehensive support to teachers as they implement this reform.</p> <p>The Melbourne Graduate School of Education and the School of Arts Education combine disciplinary and pedagogical expertise to explore connections between artistic practice and pedagogy that reflect the structure of the Australian Curriculum: The Arts where the two strands – Making and Exploring – are interdependent. The Certificate equips teachers to acquire knowledge and skills in the distinctive forms of learning in the visual and performing arts and how outcomes of this learning are evidenced in research, literature, praxis, policy change and advocacy. Students will engage in artistic processes, presentations/performances and the examination of their beliefs associated with being an artist and teacher.</p> <p>The Professional Certificate will prepare students to: develop knowledge and understanding of educational theory and practice in arts education; engage in thinking and express informed opinions through analysis of primary and secondary sources; demonstrate sufficient depth of knowledge and understanding to design, use and evaluate resources for teaching the arts; and show an understanding of recent developments in education research within arts education.</p>											
Learning Outcomes:	<p>On completion of this Professional Certificate students should:</p> <ul style="list-style-type: none"> # Be skilled professionals who can effectively articulate and justify their teaching practices; # Understand the significance of developing their practice on the basis of research evidence; # Demonstrate highly developed analytic and problem-solving skills; # Demonstrate a capacity for independent critical thought, inquiry and self-directed learning; # Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems; # Demonstrate openness to new ideas, intellectual curiosity and creativity. 											
Course Structure & Available Subjects:	<p>There are two compulsory subjects:</p> <ul style="list-style-type: none"> # EDUC90606 The Arts: Engagement and Learning # EDUC90607 Teaching and Artistic Practice 											
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>EDUC90606 The Arts Engagement and Learning</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90607 Teaching and Artistic Practice</td> <td>August</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90606 The Arts Engagement and Learning	March	12.50	EDUC90607 Teaching and Artistic Practice	August	12.50
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Entry Requirements:	<p>1. In order to be considered for entry, applicants must have completed: either – an undergraduate degree and a fourth-year level education qualification, or equivalent, or – a four-year education degree, or equivalent. Meeting these requirements does not guarantee selection.</p>											

	<p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034) .</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p>
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 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 Disability Liaison.</p>
Further Study:	<p>Graduates may progress to a range of other graduate coursework programs.</p>
Graduate Attributes:	<p>The Professional Certificate (Arts Education) will enable graduates to achieve the following University of Melbourne Graduate Attributes: Academically excellent Graduates will be expected to: have a strong sense of intellectual integrity and the ethics of scholarship have in-depth knowledge of their specialist discipline(s) reach a high level of achievement in writing, generic research activities, problem-solving and communication be critical and creative thinkers, with an aptitude for continued self-directed learning be adept at learning in a range of ways, including through information and communication technologies Knowledgeable across disciplines Graduates will be expected to: examine critically, synthesise and evaluate knowledge across a broad range of disciplines expand their analytical and cognitive skills through learning experiences in diverse subjects have the capacity to participate fully in collaborative learning and to confront unfamiliar problems have a set of flexible and transferable skills for different types of employment Leaders in communities Graduates will be expected to: initiate and implement constructive change in their communities, including professions and workplaces have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations mentor future generations of learners engage in meaningful public discourse, with a profound awareness of community needs Attuned to cultural diversity Graduates will be expected to: value different cultures be well-informed citizens able to contribute to their communities wherever they choose to live and work have an understanding of the social and cultural diversity in our community respect indigenous knowledge, cultures and values Active global citizens Graduates will be expected to: accept social and civic responsibilities be advocates for improving the sustainability of the environment</p>
Generic Skills:	<p>In addition to learning specific skills associated with the Professional Certificate in Arts Education, graduates will develop the following generic skills:</p> <ul style="list-style-type: none"> # Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to educational knowledge or practice; # communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions that inform professional decisions in the field of education; # technical and communication skills to design, evaluate, implement, analyse, and theorise about developments in education research that contribute to professional practice or scholarship in the field of education.