

## EDUC90263 IB Primary Years Programme Introduced

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Harry Galatis
<b>Contact:</b>	<a href="mailto:a.galatis@unimelb.edu.au">a.galatis@unimelb.edu.au</a> (mailto:a.galatis@unimelb.edu.au)
<b>Subject Overview:</b>	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.
<b>Learning Outcomes:</b>	<p>This subject will enable students to:</p> <ul style="list-style-type: none"> <li># Demonstrate knowledge and understanding of the philosophy underpinning the International Baccalaureate Primary Years Programme;</li> <li># Articulate how transdisciplinary themes provide a vehicle for the exploration of knowledge in the programme;</li> <li># Explore the pedagogy of inquiry and how this shapes the curriculum;</li> <li># 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;</li> <li># Demonstrate an understanding of the relationship of assessment to learning.</li> </ul>
<b>Assessment:</b>	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. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> <li># Demonstrate essential knowledge and skills to perform competently as a specialist teacher;</li> <li># Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice;</li> <li># Articulate the key concepts of international-mindedness and the IB Learner Profile in IB education;</li> <li># Explain the application of essential elements of the International Baccalaureate Primary Years Programme to curriculum;</li> <li># Evaluate and use constructive criticism of their own work and of the institutions in which they teach.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Notes:</b>	"International Baccalaureate" is a registered trademark of the International Baccalaureate Organization
<b>Related Course(s):</b>	Graduate Certificate in Education (International Baccalaureate) PYP Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) Master of Education (International Baccalaureate) PYP