

GC-EDMYL Graduate Certificate in Education (Middle Years Literacies)

Year and Campus:	2016 - Parkville																	
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 full time. This course is available as full or part time.																	
Coordinator:	tba																	
Contact:	<p><u>Contact</u> (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry)</p> <p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au) # Email: Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/professional_development/course_list/international_baccalaureate) 																	
Course Overview:	The Graduate Certificate in Educational Studies (Middle Years Literacies) course addresses the need for all teachers to undergo ongoing professional learning to fulfil the requirements for teacher registration as stipulated by the Victorian Institute of Teaching. The course is focused on developing teachers' knowledge about literacy learning and teaching in the middle years of schooling. The needs of diverse groups of learners and the nature of twenty-first century literacies are also explored.																	
Learning Outcomes:	<p>Students completing the Graduate Certificate in Educational Studies (Middle Years Literacies) will be able to:</p> <ul style="list-style-type: none"> # Have knowledge of current research in teaching literacy to middle years students; # Have the ability to recognise the specific literacy learning needs of students; # Have awareness of classroom strategies for developing their students' language and literacy skills; # Understand the diversity of the textual modes and types that students need to master, and have the capacity to work with students in achieving this; # Understand the importance of developing their students' capacity for critical and creative practice across the range of literacies they use. 																	
Course Structure & Available Subjects:	Students complete 50 points of study																	
Subject Options:	<p>Students undertake 4 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>EDUC90338 Literacy Planning for Diverse Learners</td> <td>Not offered 2016</td> <td>12.50</td> </tr> <tr> <td>EDUC90340 Oral Language for Literacy and Learning</td> <td>Not offered 2016</td> <td>12.50</td> </tr> <tr> <td>EDUC90341 Reading for Engagement and Comprehension</td> <td>Not offered 2016</td> <td>12.50</td> </tr> <tr> <td>EDUC90339 Engaging Students with Writing</td> <td>Not offered 2016</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90338 Literacy Planning for Diverse Learners	Not offered 2016	12.50	EDUC90340 Oral Language for Literacy and Learning	Not offered 2016	12.50	EDUC90341 Reading for Engagement and Comprehension	Not offered 2016	12.50	EDUC90339 Engaging Students with Writing	Not offered 2016	12.50
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Entry Requirements:	1. In order to be considered for entry, applicants must have completed: either																	

	<ul style="list-style-type: none"> # an approved degree and an approved teaching qualification or equivalent, or # an approved four-year teaching degree or equivalent, or # a relevant tertiary degree and documented relevant professional or teaching experience which together demonstrate preparation for the course comparable to an applicant with an approved teaching qualification. <p>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; and if relevant # professional experience. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board rules (http://about.unimelb.edu.au/academicboard/resolutions) on the use of selection instruments.</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 is required.</p>
<p>Core Participation Requirements:</p>	<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. 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>