

GC-LI Graduate Certificate in Learning Intervention

| Year and Campus: | 2016 - Parkville | | | | | | | | | | | | | | | | | |
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| CRICOS Code: | 085105K | | | | | | | | | | | | | | | | | |
| 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 part time. | | | | | | | | | | | | | | | | | |
| Coordinator: | Dr Lisa McKay-Brown | | | | | | | | | | | | | | | | | |
| Contact: | <p>Contact (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/master_of_learning_intervention) | | | | | | | | | | | | | | | | | |
| Course Overview: | <p>The Graduate Certificate in Learning Intervention is a one-year course designed to prepare current and future leaders in educational organisations to work with children and young people who are in need of learning intervention. It is intended to be inclusive of those who work in early childhood, primary, secondary or specialist educational settings. The course aims to provide a blend of practical knowledge, conceptual frameworks and state-of-the-art research in the area of learning intervention. The program is designed to provide a specialist qualification for those who aspire to, or those who work in, school leadership positions.</p> | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <p>Students who have completed the Graduate Certificate in Learning Intervention should be able to:</p> <ul style="list-style-type: none"> # demonstrate an advanced knowledge and understanding of current issues and challenges in relation to effective educational intervention; # demonstrate the capacity to understand and analyse advanced case studies of significant problems and learning issues experienced by students in educational settings; # apply the latest research in educational intervention; # demonstrate an appreciation of professional responsibilities and ethical principles associated with leading educational change. | | | | | | | | | | | | | | | | | |
| Course Structure & Available Subjects: | Students undertake three compulsory subjects and one elective. | | | | | | | | | | | | | | | | | |
| 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>EDUC90287 Promoting Positive Learning</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90756 Using Data To Build Learning Pathways</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language & Literacy Intervention 1</td> <td>March</td> <td>12.5</td> </tr> </tbody> </table> <p>Elective subjects</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90287 Promoting Positive Learning | March | 12.50 | EDUC90756 Using Data To Build Learning Pathways | March | 12.50 | EDUC90507 Language & Literacy Intervention 1 | March | 12.5 | Subject | Study Period Commencement: | Credit Points: |
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| EDUC90287 Promoting Positive Learning | March | 12.50 | | | | | | | | | | | | | | | | |
| EDUC90756 Using Data To Build Learning Pathways | March | 12.50 | | | | | | | | | | | | | | | | |
| EDUC90507 Language & Literacy Intervention 1 | March | 12.5 | | | | | | | | | | | | | | | | |
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| | EDUC90290 Promoting Positive Behaviour | July | 12.5 |
| Entry Requirements: | <p>1. In order to be considered for entry, applicants must have completed: either</p> <ul style="list-style-type: none"> • a four-year education degree, or equivalent; or • an undergraduate degree and a fourth year level education qualification, or equivalent; <p>and</p> <ul style="list-style-type: none"> • a personal statement in a format specified by the Melbourne Graduate School of Education. Meeting these requirements does not guarantee selection. <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance; and • any documented relevant professional experience; and • the applicant's personal statement <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 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p> | | |
| Core Participation Requirements: | <p>The core participation requirements for study in the Melbourne Graduate School of Education are:</p> <p>In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. 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. 3. 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 4. The ability to undertake professional practice placements independently, including: <ol 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 Disability Liaison http://services.unimelb.edu.au/disability</p> | | |
| Further Study: | Graduates may progress to a range of other graduate coursework programs. | | |
| Generic Skills: | <p>On completion of this course participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change; # Be able to adapt to and lead change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Be independent of mind and self-regulating; # Have a conscious personal and social values base. | | |
| Links to further information: | http://education.unimelb.edu.au/study_with_us/professional_development/course_list/master_of_learning_intervention | | |