

# GC-PEDPBL Professional Certificate in Education (Positive Behaviour and Learning)

<b>Year and Campus:</b>	2016 - Parkville
<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>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	25 credit points taken over 12 months part time.
<b>Coordinator:</b>	Lisa McKay-Brown
<b>Contact:</b>	<p><b>Contact</b> (<a href="http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry">http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry</a>)</p> <p><b>Melbourne Graduate School of Education</b></p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> <li># General information: <a href="https://ask.unimelb.edu.au">https://ask.unimelb.edu.au</a> (<a href="https://ask.unimelb.edu.au">https://ask.unimelb.edu.au</a>)</li> <li># Email: <b>Contact Stop 1</b> (<a href="http://students.unimelb.edu.au/stop1">http://students.unimelb.edu.au/stop1</a>)</li> </ul> <p>Future students:</p> <ul style="list-style-type: none"> <li># <b>Further information</b> (<a href="http://education.unimelb.edu.au/study_with_us/professional_development/course_list/positive_behaviour_and_learning">http://education.unimelb.edu.au/study_with_us/professional_development/course_list/positive_behaviour_and_learning</a>)</li> </ul>
<b>Course Overview:</b>	<p>The Professional Certificate in Education (Positive Behaviour and Learning) meets the professional learning needs of teachers working with students with challenging behaviours.</p> <p>The Semester One subject, <i>EDUC90287 Promoting Positive Learning</i>, explores strategies for promoting positive learning for students, particularly those with disabilities, enrolled in early intervention and school settings. Whole school curriculum approaches are examined, alongside targeted interventions for students requiring intensive support for their learning.</p> <p>The Semester Two subject, <i>EDUC90290 Promoting Positive Behaviour</i>, considers how teachers can better understand student behaviour and its impact on learning. Central to this course are research-based educational approaches for understanding the function of challenging behaviour, promoting positive behaviour, and implications for classroom practice.</p>
<b>Learning Outcomes:</b>	<p>The course provides students with the skills and knowledge to:</p> <ul style="list-style-type: none"> <li># Review and contrast major theoretical perspectives on curriculum approaches for students with diverse learning needs;</li> <li># Critically analyse the concept of 'challenging behaviour';</li> <li># Review and contrast major theoretical perspectives on behaviour; and</li> <li># Consider communicative functions of behaviour.</li> </ul> <p>In addition the course provides students with practical opportunities to:</p> <ul style="list-style-type: none"> <li># Investigate functional relationships between environment, learning and behaviour;</li> <li># Examine approaches and techniques for promoting positive learning and behaviour; and</li> <li># Reflect critically on classroom implications for promoting positive learning and behaviour in professional practice.</li> </ul>
<b>Course Structure &amp; Available Subjects:</b>	<p>Students complete two 12.5 point subjects, EDUC90287 Promoting Positive Learning and EDUC90290 Promoting Positive Behaviour.</p> <p>Materials for each subject will be available online, and generally there would be no required face-to-face learning. Students would access the LMS for all materials, and complete a series of modules at their own pace (subject to University deadlines). Where learning is supplemented with face-to-face tutorials, non-attendance at these would not disadvantage students in rural locations.</p>
<b>Subject Options:</b>	<b>Compulsory subjects</b>

	Subject	Study Period Commencement:	Credit Points:
	EDUC90287 Promoting Positive Learning	March	12.50
	EDUC90290 Promoting Positive Behaviour	July	12.5
<b>Entry Requirements:</b>	<p>1. In order to be considered for entry, applicants must have completed: either</p> <ul style="list-style-type: none"> <li>• a four-year education degree, or equivalent; or</li> <li>• an undergraduate degree and a fourth year level education qualification, or equivalent;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• a personal statement in a format specified by the Melbourne Graduate School of Education.</li> </ul> <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"> <li>• prior academic performance; and</li> <li>• any documented relevant professional experience; and</li> <li>• the applicant's personal statement</li> </ul> <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board <b>rules (<a href="http://about.unimelb.edu.au/academicboard/resolutions">http://about.unimelb.edu.au/academicboard/resolutions</a>)</b> 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, <b>performance band 7 (<a href="http://about.unimelb.edu.au/academicboard/resolutions">http://about.unimelb.edu.au/academicboard/resolutions</a>)</b> is required.</p>		
<b>Core Participation Requirements:</b>	<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:</p> <p>In all courses</p> <ol style="list-style-type: none"> <li>1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching.</li> <li>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.</li> <li>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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison.</li> </ol>		
<b>Further Study:</b>	Graduates may progress to a range of other graduate coursework programs.		
<b>Generic Skills:</b>	<p>On completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li># Generate questions based on experience, expertise and literature;</li> <li># Synthesise, analyse and apply information to fill self-identified gaps and extend knowledge; and</li> <li># Use the language of the discipline to extend knowledge and understanding from diverse perspectives for a range of audiences.</li> </ul>		
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/professional_development/course_list">http://education.unimelb.edu.au/study_with_us/professional_development/course_list</a>		