

Graduate Diploma in Educational Studies

To qualify for the Graduate Diploma in Educational Studies, a student is required to successfully complete 8 core subjects. Upon successful completion, students may progress to the Master of Educational Studies if they choose to.

Core Subjects

Psychology for Educators

This subject explores a range of learning theories and their application in a range of educational contexts from school through to adult environments. It covers classical theories of learning and development as well as contemporary approaches that underpin educational practice. Topics include Behaviourism; Piaget and neo-Piagetians; Vygotsky and sociocultural accounts of learning; Information processing perspectives; modern understanding of creativity and intelligence, including emotional Intelligence

Curriculum and Learning Design

This subject will explore the current research on learning sciences, the principle of curriculum design, and provide educators with tools and strategies to evaluate curriculum documents. This subject will also include a module on assessment practices for teachers in different school stages. It will focus on providing students with the opportunity to apply their knowledge of learning theories in designing effective learning units and instruction and developing assessment strategies. The subject will also provide students with opportunities to design and practice teach their lessons to their peers.

Assessment and Reporting in a School Context

A sound understanding of student assessment is one of the key foundations of effective teaching practice. This subject will provide knowledge, skills and application of all facets of assessment including the roles of assessment in the learning cycle, the qualities of effective assessment programs, methods of ensuring consistency of judgement, data analysis, feedback and reporting. Students will develop specialized knowledge and skills for assessment practice, engage with current research, explore problem solving tasks relating to the development of fair and consistent assessment, and work responsibly and with expertise as members of a school or faculty team to develop a strategic assessment plan.

Introduction to Technology in Education

The subject explores the concept of technology enhanced learning in relation to learning, teaching and assessment. The subject considers the theoretical and practical skills used in designing, developing, and evaluating teaching in different learning environments and using a

variety of instructional approaches. It provides an overview of current issues and trends, learning theories, instructional design, and research.

Designing Digital Learning Environments

This subject will enable students to develop their understanding of how to design digital learning environments by reflecting on their own design practices and critiquing the literature about digital education design principles. Students will experiment with a range of technologies to design digital learning objects (DLO's) and create their own digital learning environment based on evidence-informed pedagogical practices identified in the literature.

Introduction to Inclusive Education: Strategies, Policies and Legislation

This subject is an introduction to the learning and teaching of students with developmental disability and neurodivergent conditions. It critically examines the processes, models, educational policies and strategies for the inclusion of students with special developmental disability and neurodivergent conditions across all educational contexts. Students explore and develop knowledge of neurodivergent conditions and developmental disability including their causes, diagnostic criteria, characteristics and the influence of biological and environmental factors across the lifespan. Barriers to inclusion such as stigma and negative attitudes will be explored together with service delivery structures in schools. Students examine the specific roles and responsibilities of educators implementing evidence-based practice for students with disability and identify the Subject Outline EDGS901 Page 2 ways these roles have changed to reflect the human rights model of disability. Lastly, students engage with current research to identify perspectives of individuals with disability and their families about the programs and practices them to learn and achieve outcomes across the lifespan

Second Language Literacy

This subject is intended to further your knowledge, skills and strategies in identifying and responding to the diverse literacy needs of second language learners of all ages and levels. The subject is a blend of theory and practice, allowing you to consolidate and apply the understandings gained during the course. To bring those understandings to life, you will be asked to relate your study to the learning program of a particular group of students. This application will give you an opportunity to go beyond the theoretical and see the implications for practice.

Practicum (in a school setting)

This course provides students with the opportunity to organize, through first-hand experience, all key theoretical concepts and skills they have learned throughout this programme and put them into practice. It is designed to support students in understanding what it means to be a teacher, developing skills related to how to design instructional materials, assess learning outcomes, and effectively use technology in the classroom. The subject requires a placement

in a school where students will have to engage in different teaching tasks and activities and carry out responsibilities of classroom teachers. The requirements of this subject include:

- A) A placement in a school setting for a minimum of 5 weeks. This placement can take place in different formats depending on the student's time schedule and availability.
- B) Completion of a portfolio that documents all the tasks and activities that students engaged in and completed as part of their placement (i.e. personal reflections, classroom observations, the design of learning units, assessments, classroom management plan, and extra-curricular activities, etc.).