Faculty of Education

The Faculty of Education

The Faculty of Education is one of the largest Faculties of Education in Australia and is at the forefront in many areas of teaching and research both nationally and internationally. It prepares people to work in all areas of education: child care and preschool, primary school, secondary school, and in adult education and vocational education and training settings. The courses are strongly focused and responsive to what is happening in the rapidly changing world of education. They are designed to give students the best possible preparation for working in school and educational settings in the new millenium.

The Faculty is committed to the use of multimedia in teaching, and there have been major developments in the use of the internet and the world wide web and of CD-ROM technology. This prepares students well for the rapidly expanding use of technology in educational and other work-based settings. All students have computer accounts, and the Faculty has several well-equipped teaching and open-access computer laboratories.

Graduates from the Faculty of Education at the University of Melbourne are highly sought by employers, and often take on leadership roles in teaching and associated professions.

Academic departments of the Faculty

The Faculty of Education consists of four academic departments:

- Department of Education Policy and Management
- Department of Language, Literacy and Arts Education
- Department of Learning and Educational Development
- Department of Science and Mathematics Education

Careers for education graduates

Employment opportunities exist in school education, both primary and secondary, and in areas such as early childhood and industry training in both government and non-government sectors.

The *Bachelor of Early Childhood Education (BECE)* degree provides graduates with qualifications for registration to teach in primary schools and accreditation for employment in a range of preschool services. Graduates will be able to pursue careers as teachers and administrators in kindergartens, child-care centres, family day-care, out-of-school-hours care and as teachers in the early years of primary schools. Graduates may also move into management and other specialised roles such as preschool advisors, children's services coordinators and children's services resources development officers (CSRDO's).

The*Bachelor of Early Childhood Studies (BECS)* educates students in early childhood studies and provides professional training for students to work in a range of settings including child-care and kindergarten. Students are not qualified to teach in primary schools. The final year of intake into the on-campus course was 2001. Continuing intakes are available for the TAFE Pathways (external) program.

The*Bachelor of Education (Primary)* qualifies graduates to teach as primary teachers in all areas of the primary school curriculum in governemnt, independent and Catholic schools. Alternatives to classroom teaching exist in child and education-related areas in both the government and private sectors, including the media and service industries.

The *Bachelor of Teaching* enables graduates to gain employment as primary or secondary teachers (depending on whether the primary or secondary strand was completed) in government, independent and Catholic school systems.

The *Graduate Diploma in Education* enables graduates to be employed as secondary teachers in government (excluding Queensland), independent and Catholic school systems.

The *Diploma* and *Bachelor of Education and Training* prepare graduates for roles as industry trainers, consultants to a wide range of organisations, TAFE teachers, adult and community educators, vocational teachers and higher education teachers.

There are postgraduate certificate and diploma courses which provide avenues for teachers to develop further qualifications (in, for example, administration, computer science, mathematics and technology studies) or to meet particular requirements for specialist or consultant positions in schools (such as special education teacher, curriculum coordinator, student welfare officer).

The role of the Faculty Office

Faculties carry out the general academic administration of the University.

Academic departments grouped within faculties carry out the teaching for undergraduate and postgraduate degrees.

The Education Faculty Office is responsible for:

- advising prospective students about courses available in the Faculty;
- advising on course entrance requirements and course prerequisites;
- providing information about selection, admission and course planning;
- approving courses;
- providing assistance with subject and course changes;
- school experience and professional practice placements which are administered by the School Experience and Professional Practice Unit.

Where to go for advice

The Faculty Office is the starting point for any question you may have in relation to your course.

Faculty Office staff are available to discuss any problem or query you may have concerning your study or enrolment. These matters might include change of address, course planning, credit, deferment, selection, enrolment and re-enrolment, HECS and fee matters, leave of absence, prerequisites, results, review of progress, special consideration, subjects offered by other faculties/institutions, withdrawal from the course, and withdrawal from or addition of subjects.

If you wish to discuss a matter in more detail it may be necessary to make an appointment to see a student adviser.

It is your responsibility, however, to ensure that your enrolment is correct and that you satisfy all the requirements of your course.

The Faculty Office is located on Level 2 of the Alice Hoy Building on the Parkville Campus.

Tel: +61 3 8344 8285;

Fax: +61 3 8344 8529;

Email: <enquiries@edfac.unimelb.edu.au>

You should also be familiar with the information contained in the general information section at the front of this Handbook. This section includes important information on applying for special consideration, critical dates for subject changes and semester dates.

The web

Visit the Faculty of Education web site for the latest course and subject information and links to departments of the faculty, resources, activities, and other relevant faculty and University information. Timetable information can also be found on the web at <http://www.edfac.unimelb.edu.au/homepage/>.

The Undergraduate Studies Handbook 2003 is available in hard-copy and on-line at <http://www.unimelb.edu.au/HB/>.

The Postgraduate Studies Handbook 2003 is available on-line only at: <http://www.edfac.unimelb.edu.au/pgrad2003/>.

Faculty courses

Undergraduate

- *Diploma of Education and Training (DipEd&Train) (p.1)* [1]
- *Bachelor of Early Childhood Education (BECE)*
- *Bachelor of Early Childhood Studies (BECS) (p.1)*
- *Bachelor of Education (Primary) BEd (Primary) (p.1)*
- *Bachelor of Education and Training (BEd&Train) (p.1)* [1]
- *Bachelor of Education and Training (Honours) BEd&Train (Hons) (p.1)*
- *Bachelor of Arts/Bachelor of Teaching (BA/BTeach) (p.1)*
- *Bachelor of Creative Arts/Bachelor of Teaching (BCA/BTeach) (p.1)*
- *Bachelor of Music/Bachelor of Teaching (BMus/BTeach) (p.1)*

1. Refer to information regarding selection in the Diploma/Bachelor of Education and Training course section.

Graduate training

- *Bachelor of Teaching (BTeach) (p.1)*
- *Graduate Diploma in Education (DipEd) (p.1)*
- *Graduate Diploma in Education (Primary Stream) DipEd (Primary) (p.1)*
- *Graduate Diploma of Training and Development (GradDipT&D) (p.1)*
- *Graduate Certificate of Training and Development (GradCertT&D) (p.1)*
- *Graduate Certificate in Early Childhood Studies (GradCertECS) (p.1)*

Postgraduate

- Postgraduate Certificate in Educational Studies
- Postgraduate Certificate in Educational Studies (Modern Languages Education)
- Postgraduate Certificate in Educational Studies (TESOL)
- Postgraduate Certificate in Assessment and Evaluation
- Postgraduate Certificate in Early Literacy Intervention
- Postgraduate Certificate in Knowledge Management
- Postgraduate Certificate in Mathematics and Mathematics Education
- Postgraduate Certificate in Science (Teaching)
- Postgraduate Certificate in Science Education (Physics)
- Postgraduate Certificate in Teaching Studies of Asia
- Postgraduate Diploma in Educational Administration
- Postgraduate Diploma in Educational Studies
- Postgraduate Diploma in Educational Studies
  - Disabilities and Impairments
  - Early Intervention
  - Hearing Impaired
  - Learning Disabilities
  - Student Welfare
- Postgraduate Diploma in Knowledge Management

Higher degrees

- Master of Education
- Master of Assessment and Evaluation
- Master of Education of the Hearing Impaired
- Master of Educational Management
- Master of Educational Psychology
- Master of Information Technology in Education
- Master of Knowledge Management
- Master of Modern Languages Education
- Master of TESOL
- Master of Training and Development
- Doctor of Education
- Doctor of Educational Psychology
- Doctor of Philosophy

Libraries

The University of Melbourne library system is one of the most extensive in Australia with over 20 branch libraries. The Education Resource Centre on the Parkville campus has a wide range of services on offer including an information enquiries desk, classes in accessing material and using electronic databases, subject consultations and inter-library loans. The Education Resource Centre is open for a range of hours during the week and at the weekend. An information brochure listing the hours of opening and services available is published each year and can be collected from the library information desk.

Library holdings

- **Education Resource Centre**

  The library houses over 280 000 volumes (plus microforms) and 750 journal titles.
- **Media Services Unit**

  This unit contains a wide range of audio-visual material, for example, teaching kits, charts, video cassettes, computer software etc. which is available to students.

Loans

Undergraduate and graduate/postgraduate diploma students are entitled to borrow books for two weeks. Higher degree students and staff are entitled to a four-week loan. Items can be renewed at the loans desk.

Telephone number and web address

Information Desk: +61 3 8344 8316

Web address: <http://www.lib.unimelb.edu.au/collections/erc/>

The Faculty's computer facility - ed-IT

The Faculty of Education's ed-IT unit provides students with computer services, advice, support and training. The Faculty of Education considers that information technology (IT) has an important role to play in education. Computers are being incorporated into the curriculum of all courses in the Faculty and successful study in the programs offered will require students to develop computer literacy. To assist with these skills, the Faculty provides an open access computer laboratory (PC and Mac). This laboratory operates five and a half days per week, including some evenings.

All Faculty of Education students are issued with email and printing accounts. At the beginning of each semester, courses are run to allow students to become familiar with the student account system, email, access to the internet and various printing options.

Contact details

Address: Level 2, Doug McDonell Building

Phone: Help Desk 8344 8736

Fax: 8344 8391

Email: <ed-IThelp@unimelb.edu.au>

Proficiency in English

A high degree of proficiency in all aspects of English is desirable for prospective teachers. The courses make strong demands on the ability of all students in the four areas of reading, writing, speaking and listening. It is part of the Faculty assessment policy that students must show a satisfactory command of all elements of the conventions of written expression, including spelling, punctuation, sentence structure, paragraphing and text structure, to obtain at least a 'pass' grade in written assignments.

You may be required to undertake English language tests as part of the process of selection. If you have not passed Year 12 English in Australia or satisfactorily completed studies in a country where English is the official language you will be required to sit the University Test of English as a Second Language (UTESL). The test is used to assess whether applicants have a satisfactory command of the English language, with particular reference to the demands of classroom teaching.

Attendance at classes

Once you have enrolled in a subject, you must attend **ALL** classes (lectures, tutorials, practical work etc.), and submit **ALL** set assignments. If you do not meet these conditions, you may not be assessed in the subject concerned.

It is important, therefore, to keep informed of the requirements of each subject you undertake. Make sure that you obtain all programs, instructions and guidelines issued by staff.

All Faculty of Education subjects require a minimum of 80 per cent attendance at classes in order to complete the subject satisfactorily.

Taking time off from study

Applications for deferment, leave of absence or discontinuation are made by completing a cancellation of enrolment form available from the Faculty of Education Office. The Faculty normally grants up to 12 months leave if a student has a good reason to be absent from studies and if academic performance is of a standard sufficient to warrant a place in the course being reserved.

Please note that deferment is NOT available from the Graduate Diploma in Education, Bachelor of Teaching and Bachelor of Teaching combined courses.

Please also note that leave of absence is not available from the Graduate Diploma in Education.

Workload

The workload of all undergraduate courses is represented using a points system. The normal maximum workload allowed for the first year of a course in education is 100 points. In some circumstances, approval may be given to enrol in up to 112.5 points in later years of a course.

Assessment

Written work

Work submitted for assessment in all subjects within the Faculty of Education must meet the requirements of satisfactory expression, presentation and referencing.

Students must show a satisfactory command of all elements of the conventions of written expression, including spelling, punctuation, sentence structure, paragraphing and text structure. If there are problems in any of these

areas, it is the student's responsibility to put strategies in place to deal with these problems. The University's Learning Skills Unit, Ground Floor, 723 Swanston Street Carlton (Tel: +61 3 8344 0930) is able to help with these and other study-related problems.

Students should normally present word-processed assignments, except in the case of assignments involving scientific or mathematical notation, which may be hand-written. It is the student's responsibility to ensure the assignment is legible and clearly laid out.

All debts to works consulted in preparing assignments must be acknowledged, and a full bibliography of all such works must be included. Particular departments or lecturers may require particular referencing systems, notice of which will be given in the initial assessment statements in the subjects. Otherwise, any generally recognised, consistent system will be acceptable.

Policy on assessment of joint work

In an assignment in which it is indicated that joint work is permitted, more than one student may participate in the submission of an answer to that assignment. In such cases only one answer is to be submitted and it is to list names of all students who jointly worked on its preparation. If the assignment is for examination purposes the answer will be assessed as a whole and each student will receive the same mark.

Grading

The Faculty of Education is concerned to maintain an equitable grading system that clearly recognises and rewards different levels of achievement, and that is applied consistently across all departments of the Faculty. All subjects will be graded in accordance with the approved University scale (see *Subject grades and marks (p.3)*).

A fail grade indicates that minimal standards have not been met in one or more of the following areas:

- understanding of the subject matter
- relevance to the topic
- coherent development of ideas
- expression
- acknowledgment of sources.

A pass grade recognises work which competently meets all the requirements of the task. An honours grade recognises work in which the requirements of the task have been met more than competently. A first-class honours grade is reserved for outstanding work.

Late assignments and extensions

Students must make every effort possible to submit assignments by the due date. If a student believes she/he will not be able to complete the assignment in time because of unexpected circumstances, permission to submit late may be sought. The application for extension must be submitted, in writing, to the lecturer, giving reasons for the late submission. Most departments have a standard form available for this purpose. Extensions are granted at the discretion of the lecturer concerned.

The extension period will in no case exceed two weeks unless a formal application for special consideration has been lodged with the Faculty Office and the consideration granted by the lecturer. Please note that the submission of an application for special consideration does not mean that the application has automatically been approved. You should follow up the application with your lecturer(s) to find out whether special consideration has been granted, and to negotiate the variation to the subject requirements that might be allowed.

Applications for late submission should ideally be lodged in advance, although it is acknowledged that this may not always be possible.

Assignments submitted late without an extension having been granted will normally not be accepted.

If the lecturer does accept a late assignment for which no extension has been granted, it will be penalised five per cent of the total possible score for each working day late until pass level is reached, then marked to pass level. For example, if the piece of work is assessed out of 20, one mark per day will be deducted from the mark given, until a score of 10 is reached. After that, 10/20 will be the highest possible score.

Unsatisfactory assignments

When an assignment is not satisfactory, there are three categories which may apply:

Fail (ie. fail without right to resubmit)

In all such cases, the assignment will have received an independent second marking that is in agreement with the first assessment.

Resubmission (ie. fail with right to resubmit)

Resubmission is not to be regarded as an automatic right. The staff member will consider whether there is sufficient justification for allowing the student to resubmit.

When students are granted the right to resubmit, in normal circumstances they can receive only a pass grade (ie. 50 per cent).

Special resubmission

When students from a non-English first language background need additional development of their English language, sociocultural and/or learning skills, they may be granted a special resubmission, and be given the opportunity to rewrite the assignment. In such cases, the student can receive better than a pass grade (ie. the submission will be graded normally).

It is likely that a student granted a special resubmission will be advised to seek help from the Learning Skills Unit or the Centre for Communication Skills and ESL if she/he has not already done so.

Since students are expected to demonstrate developing capacity to handle assignments independently, the same student will not be regularly granted a special resubmission.

Withheld results (WH)

In Statements of Final Results in subjects, students may get a WH result. This means that assessment in the subject has not yet been completed because the student has been granted an extension, a resubmission, or is to be required to do additional work. If you receive a WH result and have not been granted an extension or been notified of what is required for you to pass the subject, you should immediately contact the lecturer-in-charge of the subject.

If a student has not submitted an assignment and not been granted an extension, she/he will be given a fail (N) result.

Plagiarism

It is University policy that cheating by students in any form is not permitted, and that work submitted for assessment purposes must be the independent work of the student concerned (or, where joint work is permitted, of the students concerned). This is in keeping with the rules made by University Council under Regulation 12.2.10 (as reprinted in the Student Diary).

Plagiarism, or copying of another's work without proper acknowledgment is not permitted, nor is it permissible for anyone to allow another person to copy their work for the purposes of assessment.

Plagiarism may take several forms. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism or cheating:

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, web site, another student's assignment etc.;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;
- submitting one's own work which has already been submitted for assessment purposes in another subject;
- producing assignments in conjunction with other people (eg. another student, a tutor) which should be your own independent work.

Unsatisfactory progress

'Unsatisfactory progress' is a term used to describe performance which is not up to the academic standard required by the Faculty.

A student has made unsatisfactory progress in an education course if he or she:

- has failed 50 per cent or more of their course load in one year/semester; or
- has failed a compulsory subject more than once; or
- has failed to progress through the course overall, according to prescribed requirements.

Students whose results have not met the required academic standard, may receive a letter at the end of the semester requesting them to appear before the Faculty's Progress Committee to discuss their results and any problems that may have affected them. The Committee's concern is to look at the options available for enabling a student to progress at a satisfactory rate. However, in some circumstances, the Faculty's Progress Committee may recommend to the University's Academic Board that a student's enrolment be terminated because of poor academic progress.

The Education Faculty has also initiated a mid-year students at risk program for all students. Results are monitored so that any student considered 'at risk' academically may be given extra support or appropriate referrals may be suggested.

Police clearance

To work in any school setting, prospective employees must undergo a police record check. This requirement now extends to all students undertaking practical experience in these settings. Since students will not be able to be placed for practicum subjects unless they have a police clearance and so will not be

able to complete any degree or diploma with a practicum requirement, all students in courses which require a school placement will require a police record check. Forms for obtaining a police check will be made available to students at enrolment.

It should be noted that a police record does not automatically disqualify a person from being placed or working in a school setting. The nature of the conviction determines whether they are disqualified or not. If you would like further advice on this, please contact Veronica Plozza on +61 3 8344 8285. All such enquiries will be treated in the strictest confidence.

Selection information

Admission to the first year of the Bachelor of Early Childhood Education and the Bachelor of Education (Primary) normally requires the Victorian Certificate of Education or equivalent Year 12 certificate.

Admission to the Bachelor of Early Childhood Studies TAFE Pathways program requires the completion of a Diploma of Social Sciences (Child-Care) or equivalent.

Admission to the Graduate Diploma in Education and Bachelor of Teaching courses requires the completion of an undergraduate degree including studies in approved teaching areas.

The transfer of students from the Bachelor of Arts or Bachelor of Creative Arts into the combined Bachelor of Arts/Bachelor of Teaching or Bachelor of Creative Arts/Bachelor of Teaching normally occurs following the completion of the first year of study.

The transfer of students from the Bachelor of Music into the combined Bachelor of Music/Bachelor of Teaching normally occurs following the completion of the second year of study.

Where students have previously completed one or more years of a recognised tertiary course, they may be eligible to apply for entry into the second year, or a later year, of an equivalent course. As application procedures vary for different courses, it is best to contact the Faculty Office for advice.

Places may be offered through the University's Targeted Access Program to people who have not had an opportunity to complete an approved secondary school program, but who are able to show they have the motivation and capacity to complete an undergraduate degree course, or who have attended a school that is currently under-represented in tertiary education.

Semester dates

Semester dates for all courses in the Faculty of Education may vary from the principal dates listed under general information at the beginning of this Handbook.

In 2003, students in the Graduate Diploma in Education, year 1 of the Bachelor of Teaching (Primary and Secondary) and year 2 of the Bachelor of Teaching (Primary) begin classes in the week beginning 24 February. Students in year 2 of the Bachelor of Teaching (Secondary) begin a school experience placement block in the week beginning 10 February.

School experience, professional practice and practicum requirements

School experience and professional practice subjects in all initial teacher education courses and in some postgraduate courses are compulsory and offered in a developmental sequence.

The school experience and professional practice placements are arranged by the School Experience and Professional Practice Unit. Approved teachers in educational settings associated with the Faculty and staff from a number of teaching departments are involved in the conduct of the subjects. The dates for school experience and professional practice periods are shown in the yearly schedule in the School Experience and Professional Practice Manual and on the web at <URL:http://www.edfac.unimelb.edu.au/FacOffice/SE/>.

Criteria for assessment or competencies for each placement are clearly related to the objectives of the course, the developing abilities of the student and the intended outcomes of the corequisite subjects. All school experience and professional practice subjects require the student to demonstrate teaching capability and appropriate involvement in the life of the school/educational setting as an associate member of staff.

All students are required to attend a compulsory school experience/professional practice preparation briefing normally held before each placement.

Assessment will involve a process in which supervisors and Faculty staff make progressive assessment of the students' work and professional development, and discuss these assessments with the students at critical phases of their development.

Assessments in schools and early childhood settings are determined by the marks derived by the scoring system as set out in each placement criteria sheet.

All subjects are graded and grades are determined by various combinations of evaluations done by the school/educational setting supervisor and Faculty staff.

The final result in a subject is derived from the average of the scores on the school experience assessment or professional practice reports and the scores recorded by Faculty supervisors.

Detailed information for particular courses can be found in the relevant School Experience/Professional Practice Course Manuals and on the web at <http://www.edfac.unimelb.edu.au/SE>.