

Bachelor of Education (Primary) BEd (Primary)

Overview

The Bachelor of Education (Primary) award is a 400-point four-year degree which qualifies students for registration and employment as a generalist teacher in primary schools and is recognised throughout Australia for registration and employment as a primary school teacher.

The compulsory program of studies in school experience, education, and learning area (curriculum and standards framework related) components in each of the four years includes teaching experience in a range of primary schools, as well as studies in child development and special education, learning and the primary school curriculum, education theory, the role of the teacher in the classroom and the school, Indigenous Australian studies and computers in the classroom.

Elective choice within the course is offered through the learning area options.

Course objectives

On completion of the Bachelor of Education (Primary) graduates should be able to:

- understand the development of children, their ability to learn in a variety of ways and in difficult situations taking into account their individual needs and abilities;
- demonstrate an understanding of the diversity of Australian society, particularly in relation to socioeconomic class, ethnicity, gender and disability, and the influence of these on the education of children;
- demonstrate a high level of interpersonal and communication skills including both written and verbal abilities relevant to the teaching profession;
- demonstrate the knowledge, understanding and skills needed to design, implement and evaluate curricula, learning programs and classroom practices;
- demonstrate a broad perspective on education and the skills to reflect on and debate current educational concerns in Victoria, Australia and internationally;
- demonstrate an understanding of teaching as a process, a craft, a career and a profession; and
- demonstrate a commitment to personal and professional development.

Entry requirements

Applicants must have successfully completed the Victorian Certificate of Education or approved equivalent Year 12 certificate with a study score of at least 25 in VCE English (any) Units 3 and 4 and a satisfactory grade in Units 1 and 2 General Mathematics or Mathematical Methods. The clearly-in rank for 2002 was an ENTER score of 83.60.

Course structure

The course can be completed in a minimum of four years and a maximum of 10 years.

To qualify for the Bachelor of Education (Primary) students must satisfy the following requirements:

- gain a cumulative score of at least 400 points;
- complete the equivalent of 80 days of approved, supervised experience in schools;
- complete Education 1, 2A, 2B and 2C, 3A and 3B, 4A and 4B, and the Research Project;
- complete the four-year learning area sequences in language and literacy, and mathematics;
- complete the three-year learning area sequence in science and technology;
- complete the two-year learning area sequences in arts and health and physical education;
- complete studies in studies of society and environment in first year, which continue as components of third-year education subjects;
- complete 25 points of learning area option studies.

On successful completion of the School Experience 4 placement at the beginning of Semester 2 of their final year, students will spend two days a week for the remainder of the University semester in the school in which they undertook the placement. During that time they will be required to conduct assigned tasks associated with Semester 2 fourth-year subjects.

Honours

For a student to obtain honours they must satisfy normal course requirements and they must:

- obtain a mark of 65 or more in the honours project; and
- obtain an average mark of 75 or more in School Experience 1-4; and
- obtain an average grade of 75 over all other subjects in the course.

Bachelor of Education (Primary) Mathematics, Science and Learning Technologies Stream

Within this course students have the opportunity for entry into a specialist Mathematics, Science and Learning Technologies stream. The stream is a result of a Commonwealth Government funded initiative under the Innovation Action Plan - *Backing Australia's Ability (BAA)* which aims to strengthen the national skill base in these key areas. Students do not need to have undertaken any advanced study in these areas as all students may apply.

The Mathematics, Science and Learning Technologies Stream provides the graduate with greater specialist and in-depth expertise in teaching these subject areas in the classroom. All students in the course will study within the priority areas of:

A four-year sequence of Mathematics

A three-year sequence of Science and Technology

A subject on Computers in the Primary Classroom

A subject on I.T. Issues and Leadership in Primary Schools

In addition:

Students will complete their final year research project in an aspect of Mathematics or Science education, or application of Learning Technologies; and

Students are encouraged, where they meet the requirements, to enrol in the advanced versions of the Mathematics and Science subjects.

For further details contact the Education Faculty Office, level 2, Alice Hoy Building (03) 8344 8285.

LOTE

Students with three years of approved university language study at post-VCE level who seek a qualification to teach languages other than English (LOTE) at primary school level may, in addition to all compulsory subjects, also enrol in 483-244 Learning Area: LOTE (Primary) (p.9). Students will undertake this subject as one of their 3rd or 4th year learning area option subjects. Students are required to complete 22 days of LOTE teaching as part of 460-300 of School Experience 3 or 460-400 School Experience 4..

TESOL

Students who wish to become qualified TESOL teachers are able to undertake 483-300 Learning Area: TESOL (Primary) as their 3rd year option subject. Students are required to complete 22 days of TESOL teaching as part of 460-300 School Experience 3.

Workload

The standard workload for each year is 100 points. Special permission may be granted to enrol in 112.5 points in years other than the first year of the course.

Credit

Credit towards the Bachelor of Education (Primary) may be granted for previous relevant tertiary studies. Credit is determined by the faculty and awarded at the time of enrolment.

Credit is not normally granted for studies undertaken more than 10 years prior to the year of admission to the degree.

For further details a copy of the Faculty of Education Credit Policy is available from the Faculty Office.

Concurrent diplomas

It is possible for students enrolled in the Bachelor of Education (Primary) to also enrol in a concurrent diploma. This will normally add one year to the duration of the degree course. Prospective students should note that timetabling difficulties may arise between subjects taught in different faculties.

Diploma in Arts

Bachelor of Education (Primary) students are eligible to apply for the Diploma in Arts offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty Office (Tel: +61 3 8344 5235).

Diploma in Creative Arts

Bachelor of Education (Primary) students are eligible to apply for the Diploma in Creative Arts, offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty Office (Tel: +61 3 8 344 5235).

Diploma in Information Systems

Bachelor of Education (Primary) students are eligible to apply for the Diploma in Information Systems, offered by the Faculty of Science. Enrolment must be approved by both the Faculty of Science and the Faculty of Education. Further details are available from the Science Faculty Office (Tel: +61 3 8344 6404).

Diploma in Modern Languages

Bachelor of Education (Primary) students are eligible to apply for the Diploma in Modern Languages (DML) offered by the Faculty of Arts. Enrolment must be approved by both the Faculty of Arts and the Faculty of Education. Further details are available from the Arts Faculty Office (Tel: +61 3 8344 5235).

Diploma in Music (Practical)

Bachelor of Education (Primary) students are eligible to apply for the Diploma in Music (Practical) offered by the Faculty of Music. Enrolment must be approved by both the Faculty of Music and the Faculty of Education. Further details are available from the Music Faculty Office (Tel: +61 3 8344 5258).

Course outline

BEd (Primary) course outline

First year	Points
Year-long	
460-100 School Experience 1 (<i>p.3</i>)	6.25
476-104 Education 1: Children Schools & Society (<i>p.3</i>)	18.75
485-100 Learning Area: Mathematics 1 (<i>p.3</i>)	12.5
485-102 Learning Area: Science & Technology 1 (<i>p.4</i>)	12.5
Semester 1	
476-107 Learning Area: Society & Environment 1 (<i>p.3</i>)	12.5
Semester 2	
483-107 Learning Area: Language & Literacy 1 (<i>p.3</i>)	12.5
485-101 Learning Area: Health & Physical Ed.1 (<i>p.4</i>)	12.5
Students will be allocated to one of the following subjects in first and second semester and Semester 1 in second year	
483-104 Learning Area: Primary Visual Arts (<i>p.3</i>)	6.25
483-105 Learning Area: Primary Music (<i>p.3</i>)	6.25
483-106 Learning Area: Primary Drama (<i>p.3</i>)	6.25
Total	100.0
Second year	Points
Year-long	
460-200 School Experience 2 (<i>p.4</i>)	12.5
476-200 Education 2A: Educ. Theories & Practices (<i>p.4</i>)	12.5
485-200 IT and Children's Learning (<i>p.5</i>)	12.5
Plus either	
485-202 Learning Area: Mathematics 2 (<i>p.5</i>)	12.5
OR	
485-204 Learning Area: Mathematics 2 (Adv) (<i>p.5</i>)	12.5
Plus either	
485-220 Learning Area: Health & Physical Ed.2 (<i>p.5</i>)	12.5
OR	
485-229 Learning Area: Health & Physical Ed.2 Adv (<i>p.5</i>)	12.5
Semester 1	
476-202 Education 2B Indigenous Aust Studies (<i>p.4</i>)	12.5
Semester 2	
483-200 Learning Area: Language & Literacy 2 (<i>p.4</i>)	12.5
483-246 Learning Area: Integrated Arts (<i>p.4</i>)	6.25
Total	100.0
Third year	Points
Year-long	
460-300 School Experience 3 (<i>p.5</i>)	18.75
476-320 Education 3A Curriculum and Teaching (<i>p.6</i>)	18.75
Plus either	
485-349 Learning Area: Sci & Technology 2 (<i>p.6</i>)	12.5
OR	
485-355 Learning Area: Sci & Technology 2 (Adv) (<i>p.6</i>)	12.5

Third year	Points
Plus	
Learning area option	12.5
Semester 1	
476-322 Educ.3B Children With Special Needs (<i>p.6</i>)	12.5
483-365 Learning Area: Language & Literacy 3 (<i>p.6</i>)	12.5
Semester 2	
Either	
485-346 Learning Area: Mathematics 3 (<i>p.6</i>)	12.5
OR	
485-348 Learning Area: Mathematics 3 (Adv) (<i>p.6</i>)	12.5
Total	100.0
Fourth year	Points
Year-long	
476-422 Educ.4A Curriculum Integration (<i>p.8</i>)	12.5
Learning area option	12.5
Semester 1	
476-424 Educ.4B Issues & Contexts in Education (<i>p.8</i>)	12.5
483-460 Learning Area: Language & Literacy 4 (<i>p.8</i>)	12.5
Plus either	
485-449 Learning Area: Mathematics 4 (<i>p.9</i>)	12.5
OR	
485-407 Learning Area: Mathematics 4 (Adv) (<i>p.8</i>)	12.5
Semester 2	
460-400 School Experience 4 (<i>p.7</i>)	12.5
Plus either	
460-424 Research Project (<i>p.8</i>)	12.5
OR	
460-427 Honours Project (<i>p.8</i>)	12.5
Plus either	
485-448 Learning Area: Sci & Technology 3 (<i>p.8</i>)	12.5
OR	
485-455 Learning Area: Sci & Technology 3(Adv) (<i>p.9</i>)	12.5
Total	100.0

Bachelor of Education (Primary) course outline for students commencing the course in 1996 or 1997

Students enrolled in the Bachelor of Education (Primary) commencing in 1996 and 1997 should refer to previous Handbooks for the course structure and first- and second-year subject descriptions.

Third year

As for third year of the course above.

Fourth year

As for fourth year of the course above.

BEd (Primary) course outline for students enrolled prior to 1996

Students enrolled in the Bachelor of Education (Primary) before 1996 should refer to previous Handbooks for the course structure and subject descriptions.

Subject area information

School experience subjects

This core component of the *BEd (Primary)* course is offered in each year through placement with approved supervisors in designated schools. All subjects are compulsory and offered at standard subject level.

The sequence is arranged within four subjects: School Experience 1, 2, 3 and 4. Normally these subjects will be taken concurrently with the education subjects of the designated year.

On successful completion of the School Experience 4 placement at the beginning of Semester 2 of their final year, students will spend two days a week for the remainder of the University semester in the school in which they undertook the placement. During that time they will be required to conduct assigned tasks associated with Semester 2 fourth-year subjects.

For detailed information on criteria for assessment and placement policies in the *BEd (Primary)* course refer to the School Experience and Professional Practice (SEPP) *BEd (Primary)* Manual or the web site <<http://www.edfac.unimelb.edu.au/FacOffice/SE>>.

Education subjects

The education component of the *BEd (Primary)* course is intended to develop a knowledge of major theories of child development and learning as well as theories of the school as a social institution and its contemporary role.

The major study includes particular reference to the legal and professional responsibilities and role of the teacher charged with the care of young children and with the need to deal productively with their skills. General principles of curriculum design, implementation and evaluation are learned in

association with the complementary studies in the learning areas and school experience components. Selected subjects are available at standard and advanced level after first year. All subjects in the education sequence are compulsory except that students will take either the research project or the honours project in fourth year.

- **First year:** systematic observation of children learning in classroom settings; the role of the teacher; social and cultural perspectives; education theory.
- **Second year:** theoretical perspectives underpinning practice; indigenous studies; computers in the classroom.
- **Third year:** the tasks of the classroom teacher, including assessment; inquiry learning; curriculum design; child development; special needs students; classroom management.
- **Fourth year:** an intensive sustained classroom-based experience in analysis, planning and classroom implementation of curriculum models; the role of educational research; the teacher as professional.

Learning area subjects

The learning area component of the *BEd (Primary)* is intended to develop a thorough understanding both of the knowledge base of the key curriculum areas and of associated pedagogical principles and practice. Studies are designed to match the development of teaching skills through school experience. Opportunities for specialising in a learning area are given either in a sequence of advanced studies or by choosing appropriate options.

In fourth year, students are required to negotiate two days a week for 10 weeks in the school in which they undertook School Experience 4 in Semester 2. During that time they will be required to conduct assigned tasks associated with fourth year subjects.

Subject descriptions

First year

460-100 School Experience 1

Credit points: 6.25

HECS-band: 1

Coordinator: Christine Ure

Corequisites: 476-104 Education 1: Children Schools & Society (p.3)

Contact: Fifteen days in a school designated by the Faculty, normally in a one-week block and a two-week block placement at the same school (*Year long*).

Description: Normally a one-week block scheduled in May and a 2-week block in September at the same school. Through direct experience in schools the subject provides for students to develop their initial understandings of the broad role of the teacher, the primary school curriculum and the learning and teaching processes. It is expected that during the second two-week block students will, with guidance from the supervising teacher, implement planned teaching tasks in the appropriate key learning areas.

Assessment: Fifteen days of supervised school experience.

476-104 Education 1: Children Schools & Society

Credit points: 18.75

HECS-band: 1

Coordinator: Kay Margetts

Corequisites: 460-100 School Experience 1 (p.3)

Contact: A total of 54 hours (*Year long*).

Description: This subject offers an overview of educational theory and practice to enable students to develop their initial perspectives of teaching through an understanding of children, schools and society; an introductory examination of the philosophical and sociological bases of education, linked to experiences in schools; and an overview of developmental theories which have contributed to knowledge of how children come to understand their world and their social reality.

Assessment: Assignments totalling 4500 words or equivalent.

476-107 Learning Area: Society & Environment 1

Note: Participation in workshops and class presentations is a requirement of this subject.

Credit points: 12.5

HECS-band: 1

Coordinator: Lyn Logaretti

Contact: A total of 36 hours (*Semester 1*).

Description: This subject examines aspects of our knowledge of society and the environment and how we can assist children to develop key understandings, skills and values in these fields. Topics include class; culture; ethnicity and race; the changing nature of work; the impact of technology; media and communication; continuity and the nature and process of social and cultural change; ecologically sustainable development; resource management and conservation; and place and space.

Assessment: Essays and assignments totalling 4000 words.

Prescribed texts: A book of readings will be available at the start of the subject.

483-104 Learning Area: Primary Visual Arts

Credit points: 6.25

HECS-band: 1

Coordinator: Wes Imms

Contact: A total of 18 hours (*Semester 1, repeat 2*).

Description: This subject introduces students to visual arts as contributing to the arts as a key learning area through the learning processes of arts practices (ideas, skills and processes) and responding to the arts (criticism, aesthetics and contexts). Students will develop an understanding of the basic elements of visual arts through their own artistic making and reflection, and consider the ways in which the visual arts can be structured in the primary classroom to contribute to significant intellectual development and cultural understanding.

Assessment: A visual arts folio/teaching resource (60%); and a written assignment of 800 words (40%).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: The Arts*, 2000.

483-105 Learning Area: Primary Music

Credit points: 6.25

HECS-band: 1

Coordinator: Mandy Stefanakis

Contact: A total of 18 hours (*Semester 1, repeat 2*).

Description: This subject introduces students to the nature of music and its contributions to the arts as a key learning area through the learning processes of arts practice (composing, performing) and responding to the arts (listening, contextual understanding). Students will develop an understanding of the basic elements of music through their own engagement in these processes, and gain knowledge of ways in which music can be implemented and evaluated in a primary education setting.

Assessment: The construction of an instrument and group composition using it. Project of approximately five hours preparation and presentation (50%); and a written assignment of 1000 words (50%).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: The Arts*, 2000.

483-106 Learning Area: Primary Drama

Credit points: 6.25

HECS-band: 1

Coordinator: Kate Donelan

Contact: A total of 18 hours (*Semester 1, repeat 2*).

Description: This subject introduces students to drama and its contribution to the arts as a key learning area through the learning processes of arts practice (ideas, skills and processes) and responding to the arts (criticism, aesthetics and contexts). Students will gain an understanding of the role of drama within the primary school curriculum. They will explore the elements of drama and will consider the ways in which drama contributes to social and cultural development.

Assessment: A performance project (40%); and written assignments of 1200 words (60%).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II The Arts*, 2000.

483-107 Learning Area: Language & Literacy 1

Credit points: 12.5

HECS-band: 1

Coordinator: Julie Hamston

Corequisites: 460-100 School Experience 1 (p.3)

Contact: A total of 36 hours (*Semester 2*).

Description: This subject introduces aspects of language acquisition, language development, and children's literature, with particular emphasis on the development and consolidation of students' communicative competence in language.

Assessment: Essays and assignments equivalent to a total of 4000 words.

Hurdle Requirement: To gain a pass in this subject, students must participate in a class presentation.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: English*, 2000. • B Derewianka, *A Grammar Companion*, Primary English Teachers Association, Newtown, NSW, 1998. • K Love. K et al, *Building Understandings in Language Teaching*, Faculty of Education, The University of Melbourne, Victoria, 2001.

485-100 Learning Area: Mathematics 1

Credit points: 12.5

HECS-band: 1

Coordinator: Gary Asp

Contact: A total of 54 hours (*Year long*).

Description: This subject deals with mathematical content especially in the areas of number, and chance and data. By engagement with challenging mathematical investigations, students will deepen their own knowledge of these strands and study the way in which children think and learn about them. Developmental and constructivist perspectives on mathematical learning will be introduced. The use of calculators and other appropriate technology will be considered. Current Victorian curriculum documents will provide a focus for the discussion of primary mathematics.

Assessment: Written assignments equivalent in total to 2000 words and two 2-hour examinations (one mid-year and one end-of-year).

Hurdle requirement: To gain a pass in this subject, students must satisfactorily complete a test of basic mathematics competence.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000. • G Booker et al, *Teaching Primary Mathematics*, 2nd edn, Addison Wesley Longman, 1997. • K Marston and K Stacey, *Foundations for Teaching Arithmetic Vers 1.1*, CD, DSME, University of Melbourne Nov. 2001. • V Steinle, K Stacey and D Chambers, *Teaching and Learning about Decimals Vers 2.1*, CD, DSME, University of Melbourne 2002.

485-101 Learning Area: Health & Physical Ed.1

Credit points: 12.5 **HECS-band:** 1

Coordinator: Val Webster

Contact: A total of 54 hours (*Semester 2*).

Description: An introduction to the nature and scope of teaching and learning in health and physical education. Topics covered in lectures include the bio-physical and sociocultural foundations of health and physical education, human sexuality and teaching and learning in dance and games. Movement practical classes will focus on the core areas of dance, games, fitness, fundamental motor skills and will include an introduction to outdoor education.

Assessment: A 2-hour examination (40%) and written exercises and assignments equivalent to a total of 2000 words (60%).

Satisfactory participation and performance in seminars and practical classes is a hurdle requirement of this subject.

Prescribed texts: Detailed readings lists will be provided at the beginning of each topic.

Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000.

485-102 Learning Area: Science & Technology 1

Credit points: 12.5 **HECS-band:** 1

Coordinator: Christina Hart

Contact: A total of 54 hours (*Year long*).

Description: This subject examines some fundamental concepts of the physical, chemical, biological and earth sciences and associated technology, in relation to teaching the science and technology key learning areas in the primary school. Children's understandings of natural phenomena and ways of promoting meaningful learning, will be examined. Through reflection on their own learning of topics such as energy and energy transformations, the particle model for matter, atoms and molecules as the basis for chemistry, forces, electricity, the solar system, ecology, and the features of living things, students will deepen their appreciation of what is involved in learning for understanding. Workshop activities will also introduce students to the process of investigating in science, problem solving and other processes in technology, and the uses of data logging, information and communication technologies. Resources to support the curriculum areas of science and technology in the primary school will be considered.

Assessment: Short written assignments equivalent to 2500 words; a 2-hour examination (end-of-year).

Hurdle Requirement: To gain a pass in this subject, students must obtain a minimum of 50% in the final examination.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • K Skamp, *Teaching Primary Science Constructively*, Harcourt & Brace.

Second year

460-200 School Experience 2

Credit points: 12.5 **HECS-band:** 1

Coordinator: Christine Ure

Prerequisites: 460-100 School Experience 1 (*p.3*) and 476-104 Education 1: Children Schools & Society (*p.3*)

Corequisites: 476-200 Education 2A: Educ. Theories & Practices (*p.4*), 476-202 Education 2B Indigenous Aust Studies (*p.4*), and 485-200 IT and Children's Learning (*p.5*)

Contact: Twenty days in a school designated by the faculty, normally in a 1-week block and a three-week block placement at the same school (*Year long*).

Description: Through direct experience, the subject provides for understanding of the overall functioning of primary schools, capacities and responses of individual children in school settings; and specific characteristics of a school's operations for the completion of a school year and development of teaching skills to effectively implement planned programs for a whole day across key learning areas.

Assessment: Twenty days of supervised school experience.

476-200 Education 2A: Educ. Theories & Practices

Credit points: 12.5 **HECS-band:** 1

Coordinator: Daryl Greaves

Prerequisites: 476-104 Education 1: Children Schools & Society (*p.3*)

Corequisites: 460-200 School Experience 2 (*p.4*), 476-202 Education 2B Indigenous Aust Studies (*p.4*), and 485-200 IT and Children's Learning (*p.5*)

Contact: A total of 36 hours (*Year long*).

Description: Theories from the major disciplines underpinning current educational practice will be studied. Theories from educational sociology, educational philosophy and educational psychology, noting their relevance to contemporary educational issues such as discipline, access to education, education of ethnic minorities and gender, will also be examined. A significant component of the subject will examine the applicability of child development concepts to classroom practices.

Assessment: Essays, assignments and/or multiple choice test equivalent to 4000 words.

476-202 Education 2B Indigenous Aust Studies

Credit points: 12.5 **HECS-band:** 1

Coordinator: Phil Egan

Prerequisites: 476-104 Education 1: Children Schools & Society (*p.3*)

Corequisites: 476-200 Education 2A: Educ. Theories & Practices (*p.4*), 476-200 Education 2A: Educ. Theories & Practices (*p.4*), and 485-200 IT and Children's Learning (*p.5*)

Contact: A total of 36 hours (*Semester 1*).

Description: Topics studied include traditional through to contemporary Indigenous Australian (Aboriginal and Torres Strait Islander) peoples' cultures; the origins, diversity, history and current issues and initiatives of Aboriginal and Torres Strait Islander peoples; strategies, terminology and resources appropriate for teaching Australian Indigenous students and Australian Indigenous perspectives and studies; relevant strategies for combating and eradicating racism in education; and appropriate protocols when working with Indigenous peoples.

Assessment: Essays, assignments and/or short answer tests equivalent to 4000 words.

Prescribed texts: R Craven (ed.), *Teaching Aboriginal Studies*, Allen & Unwin, 1999.

483-200 Learning Area: Language & Literacy 2

Credit points: 12.5 **HECS-band:** 1

Coordinator: Merle Iles

Prerequisites: 483-107 Learning Area: Language & Literacy 1 (*p.3*)

Contact: A total of 36 hours (*Semester 2*).

Description: This subject offers an investigation into and application of selected theories related to literacy practices in the classroom. Topics include reading and writing as social practice; an analysis of different text types; engaging with meaning as a reader and writer; literacy pedagogy; and critical literacy.

Assessment: Assignments totalling 4000 words.

Prescribed texts: R Campbell & D Green, *Literacies and Learners: Current Perspectives*, Prentice Hall, 2000.

483-246 Learning Area: Integrated Arts

Credit points: 6.25 **HECS-band:** 1

Coordinator: Wes Imms and Kate Donelan

Prerequisites: 483-104 Learning Area: Primary Visual Arts, 483-104 Learning Area: Primary Music, 483-106 Learning Area: Primary Drama

Contact: A total of 18 hours (*Semester 2*).

Description: This subject extends students' study and practice in the arts forms of drama, music and visual arts within an educational and cultural context. Students will develop a thorough understanding of the Arts Curriculum and Standards Framework II and the application of the sub-strands: arts practice and responding to the primary arts curriculum. Students will plan, implement and evaluate arts curricular appropriate to the primary school.

Assessment: An integrated Arts project (50%); and a written assignment of 1000 words (50%).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II; The Arts*, 2000.

485-200 IT and Children's Learning

Credit points: 12.5

HECS-band: 1

Coordinator: Dianne Chambers

Prerequisites: 476-104 Education 1: Children Schools & Society (*p.3*) (BEd Prim) or 460-105 Teaching and Professional Practice 1 and 472-100 Learning, Teaching and Play (Bachelor of Early Childhood Education)

Contact: A total of 42 hours (*Year long*).

Description: This subject will develop an understanding of how current computer-based technology can be used to enhance teaching and learning and support curriculum goals in early childhood settings and in primary classrooms. Students completing this subject will be able to apply sound strategies for evaluating educational software; use the internet for research and communication in an informed manner; demonstrate a good knowledge of how at least one primary school or early childhood setting uses computers for curriculum purposes. Topics investigated in this subject may include computer ethics; information literacy; critical evaluation of curriculum software; strategies for software evaluation in the context of teaching and learning styles; using databases and spreadsheets for both curriculum and administration purposes; computers and problem solving; a practical introduction to multimedia; and computers for children with special needs. Bachelor of Education (Primary) students will focus on the uses of IT in primary schools for their assignments, and Bachelor of Early Childhood Education students will focus on the IT uses in early childhood settings and the early years of schooling.

Assessment: Weekly tasks, plus assignments to a total of 4000 words.

Successful submission of 80% of weekly tasks is required to pass this subject.

Prescribed texts: D P Chambers & M Dobbins, *Computers & the K-6 Classroom: Kids Can Do*, CD-ROM, Department of Science & Mathematics Education, University of Melbourne, 1999. • V Sharpe, *Computer Education for Teachers*, 3rd edn, McGraw-Hill College, 1999 (BEd Primary students). or S W Haugland and J L Wright, *Young Children and Technology*, Allyn and Bacon (BECS students).

485-202 Learning Area: Mathematics 2

Credit points: 12.5

HECS-band: 1

Coordinator: Gloria Stillman

Prerequisites: 485-100 Learning Area: Mathematics 1 (*p.3*)

Contact: A total of 54 hours (*Year long*).

Description: This subject deals with mathematics, especially in the areas of space and measurement in pre-school and primary schools. Students will extend their own knowledge by engaging in challenging mathematical tasks. They will examine knowledge of children's thinking and learning, analyse classroom teaching techniques and concrete and technological aids which develop different components of mathematical competence such as skills, concepts, practical ability and estimation. Current Victorian and national documents will be used. Students will design sequences of lessons related to selected learning outcomes and early childhood programs.

Assessment: Hurdle requirement: To gain a pass in this subject, students must satisfactorily complete a compulsory test of basic mathematics competence.

Two assignments equivalent in total to 1500 words, plus two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000. • G Booker et al, *Teaching Primary Mathematics*, 2nd edn, Addison Wesley Longman, 1997. • J de Klerk, *Illustrated Maths Dictionary*, 3rd edn, South Melbourne: Longman 1999. • K Marston and K Stacey (eds), *Foundations for Teaching Arithmetic*, Version 1.1 (CD-ROM), DSME: University of Melbourne.

485-204 Learning Area: Mathematics 2 (Adv)

Credit points: 12.5

HECS-band: 1

Coordinator: Gloria Stillman

Prerequisites: A minimum grade of H2A in 485-100 Learning Area: Mathematics 1 (*p.3*)

Contact: A total of 54 hours (*Year long*).

Description: This subject deepens students' own knowledge of mathematics from the space and measurement strands of the CSF and functional dependence from the algebra strand, through challenging investigations. The major psychological theories of children's thinking and learning of mathematics will be studied, along with the methods by which research into this is conducted. Students will analyse teaching techniques and concrete and technological aids which develop different components of mathematical competence such as skills, concepts, practical ability and estimation. Current Victorian and

national curriculum documents will be used. Students will design sequences of lessons related to selected learning outcomes.

Assessment: Hurdle requirement: To gain a pass in this subject, students must satisfactorily complete a compulsory test of basic mathematics competence.

Two assignments equivalent in total to 1500 words, plus two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000. • G Booker et al, *Teaching Primary Mathematics*, 2nd edn, Addison Wesley Longman, 1997. • J de Klerk, *Illustrated Maths Dictionary*, 3rd edn, South Melbourne: Longman. • K Martson and K Stacey (eds), *Foundations for Teaching Arithmetic*, Version 1.1 (CD-ROM). DSME: University of Melbourne.

485-220 Learning Area: Health & Physical Ed.2

Credit points: 12.5

HECS-band: 1

Coordinator: Val Webster

Prerequisites: 485-101 Learning Area: Health & Physical Ed.1 (*p.4*) or approved equivalent

Contact: A total of 54 hours of lectures, workshops and practical sessions plus a four-day excursion late January or early February (*Year long*).

Description: This subject examines curriculum issues in health and physical education through the Curriculum and Standards Framework. Practical workshops and seminars focus upon the primary curriculum. Lecture topics include motor learning; paediatric exercise; school issues in human sexuality; swimming and water safety; nutrition; and an introduction to outdoor education.

Assessment: Written assignments totalling 3000 words (70%) and a 2-hour examination (30%).

Satisfactory participation and performance in seminars and practical classes is a hurdle requirement of this subject.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000. • F Al-Yaman, M Bryant and H Sargeant, *Australia's Children: Their Health and Wellbeing*, Canberra: Australian Institute of Health and Welfare 2002.

485-229 Learning Area: Health & Physical Ed.2 Adv

Credit points: 12.5

HECS-band: 1

Coordinator: Val Webster

Prerequisites: A minimum grade of H2A in 485-101 Learning Area: Health & Physical Ed.1 (*p.4*) or an approved equivalent

Contact: A total of 54 hours, and a four-day excursion outside of scheduled teaching weeks (*Year long*).

Description: This subject continues to examine curriculum issues in health and physical education through the Curriculum and Standards Framework. Practical workshops and seminars focus upon the primary curriculum and will also prepare students for national coaching awards. Other topics will include motor learning theory and application; paediatric exercise; school issues in human sexuality; swimming and water safety; nutrition; and an introduction to outdoor education.

Assessment: Written assignments totalling 2000 words (40%), a 2-hour examination (40%) and a school-based project (20%).

Satisfactory participation and performance in seminars and practical classes is a hurdle requirement of this subject.

To be eligible for assessment in this subject, students must hold teaching and coaching certificates as prescribed.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000.

Third year

460-300 School Experience 3

Credit points: 18.75

HECS-band: 1

Coordinator: Christine Ure

Prerequisites: 460-200 School Experience 2 (*p.4*)

Corequisites: 476-320 Education 3A Curriculum and Teaching (*p.6*) and 476-322 Educ.3B Children With Special Needs (*p.6*)

Contact: Thirty days in a school designated by the Faculty, normally in two three-week placements (*Year long*).

Description: Through direct experiences, the subject provides for understanding and/or development of functioning of primary schools and their relationships with their communities; curriculum in practice and associated teaching strategies and resources; and refinement of teaching and management skills through the implementation of planned learning programs which are extended in their educational scope. Students should cooperatively plan, implement and evaluate a full week's program and a complete unit of work in a learning area.

Assessment: Thirty days of supervised school experience.

476-320 Education 3A Curriculum and Teaching

Credit points: 18.75

HECS-band: 1

Coordinator: Jeni Wilson

Prerequisites: 476-200 Education 2A: Educ. Theories & Practices (p.4), and 476-202 Education 2B Indigenous Aust Studies (p.4) or equivalent

Corequisites: 460-300 School Experience 3 (p.5), and 476-322 Educ.3B Children With Special Needs (p.6)

Contact: A total of 54 hours (*Year long*).

Description: Students undertake study of primary school curriculum (including the middle years of schooling) emphasising curriculum planning, organisation, documentation and evaluation at the classroom and school level. School programs in the SOSE key learning area and the use of inquiry teaching are the focus of this subject. Opportunity will be provided for students to reflect on their curriculum planning, assessment and classroom management and relate these to their teaching and learning experiences.

Assessment: Assignments totalling 6000 words, or equivalent.

476-322 Educ.3B Children With Special Needs

Credit points: 12.5

HECS-band: 1

Coordinator: Daryl Greaves

Prerequisites: 476-200 Education 2A: Educ. Theories & Practices (p.4)

Corequisites: 460-300 School Experience 3 (p.5), and 476-320 Education 3A Curriculum and Teaching (p.6)

Contact: A total of 36 hours (*Semester 1*).

Description: This subject is designed to provide students with a basic understanding of the current philosophies, structure, levels of support and the methodology required to educate students with special needs in the regular classroom. An overview will be provided of the learning needs of gifted children and children with hearing impairment, language impairment, visual impairment, intellectual disability, learning disabilities, physical disabilities and socioemotional disabilities. Particular emphasis will be placed on the strategies used to evaluate and, where necessary, to modify instructional methods and curricula for these students. The design and implementation of individual learning and behaviour management programs will be examined.

Assessment: Essays, assignments or multiple choice test equivalent to 4000 words.

Prescribed texts: A Ashman & J Elkins (eds), *Educating Children with Diverse Abilities*, Pearson Education Australia, 2002.

483-365 Learning Area: Language & Literacy 3

Credit points: 12.5

HECS-band: 1

Coordinator: Merle Iles

Prerequisites: 483-200 Learning Area: Language & Literacy 2 (p.4)

Contact: A total of 36 hours (*Semester 1*).

Description: A study of the relationship between pedagogical beliefs (theory and policy) in language and literacy education and classroom practice. Emphasis will be on the nature and scope of language and literacy education in the primary school; the process involved in translating theory and policy into classroom practice; and the fundamental role that language and literacy play in all learning areas within the primary curriculum.

Assessment: Assignments totalling 4000 words.

Prescribed texts: B Derewianka, *The Grammar Companion*, PETA, 1998. • Board of Studies, *Curriculum and Standards Framework II: English*, 2000.

485-348 Learning Area: Mathematics 3 (Adv)

Credit points: 12.5

HECS-band: 2

Coordinator: Kaye Stacey

Prerequisites: 485-204 Learning Area: Mathematics 2 (Adv) (p.5)

Contact: A total of 36 hours (*Semester 2*).

Description: This subject deals with applications and investigations, communication, reasoning and problem solving in primary school mathematics. Students will apply their knowledge of mathematics to situations from the real world and from within mathematics. They will study the problem-solving processes involved, relevant research methods and how productive strategies can be taught to children. The place of the working mathematically strand in the school curriculum will be closely examined. Students will learn to identify the stages which children go through in early numeracy learning and multiplicative thinking and design appropriate teaching. The demands of mathematical notation and characteristics of mathematical language are examined along with teaching strategies and resources for teaching mathematics to children for whom English is a second language. Students will develop units of work for use in primary mathematics classrooms.

Assessment: A 2-hour examination and written tasks equivalent in total to 2000 words.

Hurdle requirement: Satisfactory completion of weekly tasks.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000.

485-349 Learning Area: Sci & Technology 2

Credit points: 12.5

HECS-band: 2

Coordinator: TBA

Prerequisites: 485-102 Learning Area: Science & Technology 1 (p.4) or approved equivalent.

Contact: A total of 54 hours (*Year long*).

Description: This subject examines technological systems and associated underlying scientific principles in the environmental and technological worlds relevant to primary children; and the development of technological equipment and processes and their impact on the environment, for example, food production and processing, manufacturing, electronic systems, and technology and environmental change. Sources of teaching materials, equipment and resources appropriate to the primary school level are identified. The structure and content of the science and technology key learning areas of the Victorian Curriculum and Standards Framework are examined.

Assessment: Semester 1: A written curriculum unit (2000 words) 30%, related to primary science teaching. The topic to be developed into the curriculum unit will be given.

Semester 2: A written teaching report (1000 words) 20%, and constructed technological artifact relating to the teaching of primary technology. A 2-hour examination based on the whole year's study, 50%.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • Board of Studies, *Curriculum and Standards Framework II: Technology*, 2000. • R Cross, *Teaching Primary Science: Empowering Children for their World*, Addison Wesley Longman, 1996.

485-346 Learning Area: Mathematics 3

Credit points: 12.5

HECS-band: 2

Coordinator: TBA

Prerequisites: A minimum grade of H2A in 485-102 Learning Area: Science & Technology 1 (p.4) or approved equivalent.

Contact: A total of 54 hours (*Year long*).

Description: Topics include technological systems and associated underlying scientific principles in the environmental and technological worlds relevant to primary children; the development of technological equipment and processes and their impact on the environment, for example, food production and processing, manufacturing, electronic systems, and technology and environmental change; identification of sources of teaching materials, equipment and resources appropriate to the primary school level; project studies related to aspects of children's technological world demonstrating the underlying scientific principles; and the structure and content of the science and technology key learning areas of the Victorian Curriculum and Standards Framework and major relevant International and National curriculum perspectives.

Assessment: Semester 1: A written curriculum unit (2000 words) 30% related to primary science teaching. The topic to be developed into the curriculum unit will be given.

Semester 2: A written teaching report (1000 words) 20% and constructed technological artifact relating to the teaching of primary technology. A 2-hour examination based on the whole year's study 50%.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • Board of Studies, *Curriculum and Standards Framework II: Technology*, 2000. • R Cross, *Teaching Primary Science: Empowering Children for Their World*, Addison Wesley Longman, 1996.

Third-year option studies (not all options will be offered in 2003)

483-244 Learning Area: LOTE (Primary)

See full subject details on page 9.

483-300 Learning Area: TESOL (Primary)

Credit points: 12.5

HECS-band: 1

Coordinator: Sophie Arkoudis

Prerequisites: 483-200 Learning Area: Language and Literacy 2

Contact: Thirty hours (*Semester 2*).

Description: A study of the nature of the TESOL methodology and curriculum design and evaluation. Topics include the socio-cultural context of TESOL including educational, cultural, historical and intergroup issues; different approaches to TESOL learning and teaching, needs analysis, curriculum design, the planning and evaluation of units of work, strategies, techniques and resources for learning and teaching speaking, listening, reading and writing; assessment and reporting; the design, implementation and evaluation of TESOL programs, including bilingual programs; and the role of the ESOL teacher in the workplace and wider educational community

Assessment: Assignments totalling 4000 words (100 per cent).

Prescribed texts: Hedge, T, *Teaching and Learning in the English Classroom*, Oxford University Press, 2000. • Nunan, D, *Second Language Teaching and Learning*, Heinle and Heinle, 1999. • Ur, P, *A Course in Language Teaching*, Cambridge, Cambridge University Press, 1996.

483-355 Learning Area: Children's Literature OPT

Credit points: 12.5

HECS-band: 1

Coordinator: Pam Macintyre

Contact: A total of 36 hours (*Year long*).

Description: Students conduct a survey of the history of children's literature, attitudes and issues in contemporary fiction, picture books, poetry, storytelling, traditional literature, popular texts, critical sources, censorship, awards and prizes; and investigate innovative classroom literature practices.

Assessment: Class paper, essay, seminar totalling 4000 words.

Prescribed texts: A reading list will be distributed at the start of this subject.

483-362 Learning Area: Arts 3 OPT

Credit points: 12.5

HECS-band: 1

Coordinator: Wes Imms

Prerequisites: 483-246 Learning Area: Integrated Arts

Contact: A total of 36 hours (*Year long*).

Description: This subject will enable students to extend their practical and theoretical understanding of the arts in relation to primary education. Students will select drama, music and/or visual arts as a focus for their study of arts processes and concepts. They will also examine the relationship between the arts in educational and cultural settings. Students will create and present a school or community-based performance or project.

Assessment: Written work, visual arts folio and/or performance project equivalent to 4000 words.

485-345 Learning Area: IT in Primary Schools OPT

Note: It is recommended that this subject be taken in the final year of the BEd (Prim.) study

Credit points: 12.5

HECS-band: 2

Coordinator: Dianne Chambers

Prerequisites: 485-200 IT and Children's Learning (*p.5*)

Contact: A total of 36 hours (*Year long*).

Description: This subject utilises a problem-based learning approach and will build on knowledge and skills developed in 485-200 Computers in the Primary Classroom and will equip students for leadership with IT in primary schools. The subject will explore a range of aspects of using IT in primary schools. Topics covered will be selected from integrating computers into classroom activities; planning for IT use for schools and classroom; management of IT resources (including budgeting and maintenance); and professional development for teachers.

Assessment: Assignments totalling 4000 words.

Prescribed texts: M D Roblyer & J Edwards, *Integrating Educational Technology into Teaching*, Merrill, 2000.

Recommended texts: D P Chambers (ed.), *CLICK! Computers and Learning in Classrooms: K-6*, Melbourne University Press, 2000.

485-356 Learning Area: Health & Physical Ed.3 OPT

Credit points: 12.5

HECS-band: 2

Coordinator: Richard Light

Prerequisites: 485-220 Learning Area: Health & Physical Ed.2 (*p.5*) or 485-229 Learning Area: Health & Physical Ed.2 Adv (*p.5*)

Contact: A total of 54 hours, and a five-day excursion out of scheduled teaching weeks (*Year long*).

Description: Semester 1 focuses on strategies for teaching, planning and management in health and physical education and their application in teaching workshops and includes teaching children with special needs. It also covers issues of organisation, safety and learning in outdoor settings. Semester 2 emphasises inquiry-based, student-centred approaches to movement learning through a focus on games and sport. Areas covered include the TGfU approach to the teaching of games, sport education and the application of knowledge from the bio-physical sciences to movement learning.

Assessment: A 2-hour examination (30%) and assigned written work totalling no more than 3000 words (70%).

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000. • Department of Education, *Health and Physical Education Levels 1-4 Course Advice*, 1996. • G Graham, *Teaching Children Physical Education: Becoming a Master Teacher*, Champaign: Human Kinetics, 1992.

485-357 Learning Area: Australian Environment OPT

Credit points: 12.5

HECS-band: 1

Coordinator: Rod Fawns

Prerequisites: 485-102 Learning Area: Science & Technology 1 (*p.4*) or approved equivalent.

Contact: A total of 54 hours (*Year long*).

Description: Students examine aspects of the natural and physical world related to the earth in space, the changing atmosphere, the health of the planet, conservation strategies and sustainable development, and a range of current ideas and issues in developing technologies will be studied, together with skills in communicating about such concepts. Topics will be drawn from existing or potential topics in primary curricula related to children's learning outcomes. Participation in and development of a field project related to selected studies of the Australian or global environment.

Assessment: Participation in weekly sessions, including short presentations as arranged; a literature review of a current topic in science or technology not developed in the subject (about 2000 words) (40%); report of a project on a selected current issue related to the Australian or global environment (about 3000 words) (60%).

Prescribed texts: A McMichael, *Planetary Overload: Global Environmental Change and the Health of the Human Species*, Cambridge University Press, 1993.

Students may elect to undertake ONE of the following subjects offered in the Study Abroad program as one of their Option Study subjects. Additional costs may be incurred and are the responsibility of the student. Subjects available are:

482-106 Indigenous Culture and Learning

See full subject details on page 1.

482-107 Australian Youth Culture

See full subject details on page 1.

485-137 Education in Natural Landscapes

See full subject details on page 1.

485-147 Sport & Education in Australian Society

See full subject details on page 1.

460-214 Current Issues in Education

See full subject details on page 10.

Fourth year

460-400 School Experience 4

Note: On successful completion of the School Experience 4 placement at the beginning of Semester 2 of their final year, students will spend two days a

week for the remainder of the University semester in the school in which they undertook the placement. During that time they will be required to conduct assigned tasks associated with Semester 2 fourth-year subjects.

Credit points: 12.5 **HECS-band:** 1

Coordinator: Christine Ure

Prerequisites: 460-300 School Experience 3 (p.5) or equivalent

Corequisites: 476-422 Educ.4A Curriculum Integration (p.8)

Contact: Fifteen days in a school designated by the faculty in a three-week block placement (*Semester 2*).

Description: Through direct experience, the subject provides for the students the opportunity to work at a level which demonstrates their ability to apply knowledge, skills and attributes from all parts of the course. Through sustained and comprehensive teaching assignments students will be able to demonstrate the knowledge and skills necessary to plan, implement, evaluate, reflect on, research and report on both specific and integrated curricula designed to cater for the needs of all learners.

Assessment: Fifteen days of school experience (100%)

460-424 Research Project

Credit points: 12.5 **HECS-band:** 1

Coordinator: Christine Ure

Prerequisites: If taken in the Bachelor of Education (Primary) course, at least 325 points in the course, including 476-424 Educ.4B Issues & Contexts in Education (p.8)

If taken in the Bachelor of Early Childhood Studies course at least 325 points in the course.

If taken in the Bachelor of Teaching course, 150 points in the course.

Contact: Methodology classes, supervision sessions and seminars, as arranged (*Semester 2*).

Description: With the background of an introduction to approaches to research in education, students will undertake a research project, developing a proposal, undertaking a literature review, applying an appropriate research methodology in conducting the investigation, and writing up the results.

Assessment: A research project of up to 5000 words, or equivalent (100%)

460-427 Honours Project

Note: Students cannot be credited with both this subject and 460-424 Research Project, and will apply in July of the year in which the subject is to be taken to enter this honours subject. Students who are not on track to take out an honours degree will not be permitted to enrol in this subject.

Credit points: 12.5 **HECS-band:** 1

Coordinator: Christine Ure

Prerequisites: If taken in the BEd (Primary) course, at least 325 points in the course including 476-424 Educ.4B Issues & Contexts in Education (p.8).

If taken in the Bachelor of Early Childhood Studies at least 325 points in the course.

If taken in the Bachelor of Teaching course, 150 points in the course.

Contact: Methodology classes, supervision sessions and seminars, as arranged. Students undertaking the Honours Project will attend a series of classes on educational research methodology additional to those required for students enrolled in 460-424 Research Project (*Semester 2*).

Description: With the background of an introduction to approaches to research in education, students will undertake a research project, developing a proposal, undertaking a literature review, applying an appropriate research methodology in conducting the investigation, and writing up the results.

Assessment: A research project of up to 7000 words, or equivalent (100 per cent).

476-422 Educ.4A Curriculum Integration

Credit points: 12.5 **HECS-band:** 1

Coordinator: Sally Godinho

Prerequisites: 476-320 Education 3A Curriculum and Teaching (p.6)

Corequisites: 460-400 School Experience 4 (p.7)

Contact: A total of 36 hours in workshop/seminar sessions (*Year long*).

Description: Conceptual frameworks for curriculum integration are studied. Topics include the effective use of information technologies within an integrated framework; the planning, implementation, assessment and evaluation of school-based curricula; analysis of curriculum planning and implementation in classrooms; and the role of the curriculum standards framework in an integrated curriculum.

Assessment: Assignments totalling 4000 words or equivalent (100%).

Prescribed texts: K Pigdon & M Woolley (eds), *The Big Picture: Integrating Children's Learning*, Eleanor Curtain, 1992. • K Murdoch & D Hornsby, *Planning Classroom Connections: Whole School Planning for Integrated Curriculum*, Eleanor Curtain Publishing, 1997.

476-424 Educ.4B Issues & Contexts in Education

Credit points: 12.5 **HECS-band:** 1

Coordinator: Trevor Hay

Prerequisites: 476-320 Education 3A Curriculum and Teaching (p.6) and 476-322 Educ.3B Children With Special Needs (p.6)

Contact: A total of 36 hours in workshop/seminar sessions (*Semester 1*).

Description: This subject examines aspects of the social, political and economic contexts of schooling. Topics include analysis of the work, role and careers of teachers, contemporary educational issues and development of a personal philosophy of education within the context of teaching as a profession.

Assessment: Assignments totalling 4000 words, or equivalent.

Prescribed texts: A book of readings will be required for this subject.

483-460 Learning Area: Language & Literacy 4

Note: Credit cannot be granted for 483-354 Learning Area: Language and Literacy 3 and 483-460 Learning Area: Language and Literacy 4.

Credit points: 12.5 **HECS-band:** 1

Coordinator: Ray Misson

Prerequisites: 483-365 Learning Area: Language & Literacy 3 (p.6)

Contact: A total of 36 hours (*Semester 1*).

Description: The social nature of language and the implications of this for the primary classroom are studied. Topics include theoretical perspectives on language and culture; the analysis of cultural phenomena in the classroom; the significance of mass culture texts and their place in the classroom; language and sociocultural difference; and specific features of ESL learning and teaching.

Assessment: Assignments totalling 4000 words

485-407 Learning Area: Mathematics 4 (Adv)

Credit points: 12.5 **HECS-band:** 2

Coordinator: Helen Chick

Prerequisites: 485-204 Learning Area: Mathematics 2 (Adv) (p.5)

Contact: A total of 36 hours (*Semester 1*).

Description: This subject deals with primary school mathematics programs and current issues in mathematics education. Students will learn to critically evaluate mathematics programs, materials and teaching methods. Alternative approaches to the teaching of mathematics across a primary school, such as the integrated curriculum, thematic instruction, problem-based instruction and other current curricular models will be discussed and compared. A range of methods of assessment and reporting will be examined. Contemporary national and international curriculum documents will provide a focus for the discussion of primary mathematics and associated issues. Important issues for the design of the school curriculum, such as fundamental goals of school mathematics, equity issues, the changing nature of appropriate curriculum content, teaching and learning styles will be examined in the context of a study of international and statewide comparisons of mathematical achievement. Students will develop a mathematics program for use in primary mathematics classrooms.

Assessment: One 2-hour examination (40%) and written assignments equivalent in total to 2000 words (60%)

Hurdle requirement: Satisfactory completion of weekly tasks and seminar preparation.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000.

485-448 Learning Area: Sci & Technology 3

Note: Special requirement: Participation in weekly seminars, including short presentations on contract work in educational settings as arranged.

Credit points: 12.5 **HECS-band:** 1

Coordinator: Rod Fawns & Jo Sadler

Prerequisites: 485-349 Learning Area: Sci & Technology 2 (p.6) or 485-355 Learning Area: Sci & Technology 2 (Adv) (p.6), or approved equivalent studies.

Contact: A total of 36 hours, and assigned tasks in a school setting designated by the faculty (*Semester 2*).

Description: Students investigate curriculum resources available for teaching particular science topics, including written materials, multimedia, computer software and industry and community support services; a case study of the understanding and learning of a selected science concept by children at primary school level; and the design, implementation and evaluation of a science unit or a science project related to the local school community extending over at least six hours in a primary school.

Assessment: A major report of a case study on an investigation into children's understandings or learning of a selected concept in science (about 2000 words) (50%); the production (development, implementation and evaluation) of a science curriculum unit or a science project related to the local school community extending over at least six hours (about 2000 words) (50%).

Prescribed texts: Reading guides will be provided at the beginning of the subject.

Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • J Faire & M Cosgrove, *Teaching Primary Science*, University of Waikato, 1988.

485-449 Learning Area: Mathematics 4

Credit points: 12.5

HECS-band: 2

Coordinator: Helen Chick

Prerequisites: 485-202 Learning Area: Mathematics 2 (p.5) or 485-204 Learning Area: Mathematics 2 (Adv) (p.5)

Contact: A total of 36 hours (*Semester 1*).

Description: This subject deals with primary school mathematics programs and current issues in mathematics education. Students will learn to critically evaluate mathematics programs, materials and teaching methods. Alternative approaches to the teaching of mathematics across a primary school, such as the integrated curriculum, thematic instruction, problem-based instruction and other current curricular models will be discussed and compared. A range of methods of assessment and reporting will be examined. Contemporary national and international curriculum documents will provide a focus for the discussion of primary mathematics and associated issues. Students will develop a mathematics program for use in primary mathematics classrooms.

Assessment: One 2-hour examination (40%) and written assignments equivalent in total to 2000 words (60%).

Hurdle requirement: Satisfactory completion of weekly tasks and seminar preparation

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000.

485-455 Learning Area: Sci & Technology 3(Adv)

Note: Special requirement: Participation in weekly seminars, including short presentations on contract work in educational settings as arranged.

Credit points: 12.5

HECS-band: 1

Coordinator: Rod Fawns

Prerequisites: 485-355 Learning Area: Sci & Technology 2 (Adv) (p.6), or approved equivalent studies.

Contact: A total of 36 hours, and assigned tasks in a school designated by the Faculty (*Semester 2*).

Description: Students undertake investigation of curriculum resources available for teaching particular science topics, including written materials, multimedia, computer software and industry and community support services; a case study of the understanding and learning of a selected science concept by children at primary school level; and the design, implementation and evaluation of a science unit or a science project related to the local school community extending over at least six hours in a primary school. The major ideas in the current literature on children's understandings of science concepts and the methods by which they may be probed are introduced.

Assessment: A major report of a case study on an investigation into children's understandings or learning of a selected concept in science (about 1500 words) (30%); a review of related literature on probing children's understanding (about 1500 words) (30%); the production (development, implementation and evaluation) of a science curriculum unit or a science project related to the local school community extending over at least six hours (about 2000 words) (40%).

Prescribed texts: Reading guides will be provided at the beginning of the course of study.

Board of Studies, *Curriculum and Standards Framework II: Science*, 2000. • Australian Education Council, *Science: A Curriculum Profile for Australian Schools*, Curriculum Corporation, 1994. • J Faire & M Cosgrove, *Teaching Primary Science*, University of Waikato, 1988. • F Biddulph & R Osborne (eds), *Making Sense of Our World: An Interactive Teaching Approach*, University of Waikato, 1984.

Fourth-year option studies (not all options will be offered in 2003)

483-436 Learning Area: Arts 4 OPT

Credit points: 12.5

HECS-band: 1

Coordinator: Wes Imms

Prerequisites: 483-362 Learning Area: Arts 3 OPT (p.7)

Contact: A total of 36 hours (*Year long*).

Description: Students will study arts education theories and policies and examine current arts teaching practices. Seminars will focus on learning and assessment in the arts and current methodological issues. Students will undertake advanced arts practice designed to extend their knowledge and skills of arts disciplines. They will engage in a range of arts projects in school and community settings involving the design, implementation and assessment of primary arts curriculum appropriate to particular contexts.

Assessment: Written work, visual arts folio and/or performance project equivalent to 4000 words.

Prescribed texts: A reading list will be distributed at the start of this subject.

485-408 Learning Area: Health & Physical Ed.4 OPT

Credit points: 12.5

HECS-band: 1

Coordinator: Stewart Dickinson

Prerequisites: 485-356 Learning Area: Health & Physical Ed.3 OPT (p.7)

Contact: A total of 48 hours, five days outside of scheduled teaching weeks, and assigned tasks in a school designated by the faculty (*Year long*).

Description: Topics will include leadership skills in outdoor settings; swimming and water safety; physical education specialist role and responsibilities; selected issues in teaching physical education and health eg. school/community partnerships, fair play, multicultural perspectives; assessment and reporting; principles of nutrition for exercise and sport; health promoting schools; and introduction to research methods in health and physical education.

Assessment: Assigned written work totalling no more than 4000 words (100%).

To be eligible for assessment in this subject, students must produce documentary evidence of having obtained a current Austswim Teacher of Swimming Certificate.

Prescribed texts: Detailed reading lists will be provided at the beginning of each topic.

Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000.

