

Bachelor of Teaching (BTeach)

Overview

The Bachelor of Teaching is a two-year full-time graduate-entry degree for students who have already successfully completed an undergraduate degree. Part-time studies are not available.

The course prepares teachers for the special requirements of either primary or secondary teaching. Features of the course include:

- an internship in the second year which gives the student teacher an opportunity to make the transition to independent teaching under the guidance of a mentor;
- an honours program within the two-year degree;
- the possibility for prospective **secondary** teachers to undertake studies preparing them to teach in three learning areas.

This qualification is recognised by the Victorian Institute of Teaching.

Course objectives

The objectives of the Bachelor of Teaching are to produce graduates:

- whose qualification is recognised by the Victorian Institute of Teaching;
- qualified to specialise at particular levels within the school system;
- with a strong basic knowledge to contribute to and act on developments in education theory and practice;
- able to reflect critically on their own teaching and the practice of education in schools;
- with a capacity and motivation for continuing independent learning and professional development;
- with the professional skills for effective communication with and accountability to students, parents, colleagues and members of the general community;
- with an understanding of professional responsibility and ethical principles in relation to individuals and the community; and
- who have, at honours level, advanced mastery of teaching competencies, extended knowledge and critical understandings of the principles underlying educational processes and organisation, curriculum development and effective teaching and have acquired an understanding of research methodology appropriate to research in education.

The graduate teacher will be able to:

- manage a classroom effectively;
- design and implement curriculum change;
- communicate and collaborate with teachers and others within the school and its community;
- administer and manage professional responsibilities including reporting to students and parents; and
- participate in the advancement and improvement of the teaching profession through involvement in professional development activities.

Entry requirements

Applicants must have an approved undergraduate degree or equivalent, such as a Bachelor of Arts or a Bachelor of Science.

Within this undergraduate degree applicants need to have undertaken certain discipline studies, as follows:

- 1 **One 'major' study.** A major study is defined as a sequence of study from first- to third-year level in which the student has undertaken a major proportion of their workload at each level (eg. at least one-quarter of the first year workload, one-third of the second-year workload and one-third of the third-year workload), and
- 2 **One 'sub-major' study.** A sub-major study is defined as a sequence of study from first to second year level (eg. at least one-quarter of the first year workload, one-third of the second-year workload).

Applicants interested in secondary teaching must be qualified to teach in two teaching areas or 'learning area studies'. These applicants must satisfy learning area studies requirements within their undergraduate degree, as set out below.

Applicants interested in primary teaching will also have a 'major' and 'sub-major' within their undergraduate degree.

Learning area (secondary) prerequisites

(Note: Prerequisites may change in response to Victorian Department of Education, Employment and Training requirements.)

Biology

Sub-majors in two branches of the biological sciences.

Business studies

Sub-major in one of accounting, business management, economics, legal studies or other approved area.

Chemistry

Sub-major in chemistry or sub-major in biochemistry plus first-year chemistry.

Drama

Sub-major in drama studies or theatre studies.

English

Sub-major in English or linguistics.

Geography (new for 2003)

Sub-major in geography (environmental studies, development studies are acceptable).

*Note: students who are eligible for the geography and SOSE learning areas, must enrol in geography and SOSE-additional.

As this learning area is not in the VTAC Guide you will not be able to apply for it through VTAC, however, if you are selected into the Graduate Diploma in Education or the Bachelor of Teaching, you will have the opportunity to change one of your learning areas to Learning Area: (Sec.) Geography provided you meet the prerequisites, at enrolment in January.

Health education

Sub-major in biological (including human biology) or life sciences and at least one subject in social science and/or behavioural science.

History

Sub-major in history (economic history, classical studies and classical civilisation are acceptable).

*Note: students who are eligible for the history and SOSE learning areas, must enrol in history and SOSE-additional.

Information technology*

Sub-major in computer science, information management, information systems or other approved area.

*Availability depends on viable class sizes

LOTE A - Modern languages

Year 12 and three years of approved university language study at post-VCE level. Applicants with other qualifications will need to arrange to have these assessed by a language department at an Australian university as being of equivalent proficiency.

Approved languages: Chinese, French, German, Hebrew, Indonesian, Italian, Japanese, Korean, Russian, Spanish.

LOTE B - Modern languages

As for LOTE A (modern languages) with a second approved language other than English.

Mathematics - Core

Sub-major in mathematics or mathematical statistics.

Mathematics - Additional

Sub-majors in two branches of mathematics or a major in one branch of mathematics plus some studies in another branch of mathematics (statistics satisfies these requirements, computer studies does not).

Media studies

Sub-major in cinema studies, media studies or equivalent. Some practical experience in a media-related field (eg. filmmaking, journalism, animation, advertising, multi-media, photography, video production) is expected.

Music A (classroom)

A major sequence of instrumental tuition at post-VCE level in an approved tertiary institution.

Music B (classroom and instrumental) double learning area study

A major sequence of instrumental tuition at post-VCE level in an approved tertiary institution. Demonstrated competence on a second instrument is also required.

Physical education

A degree in human movement studies, physical education or approved equivalent.

Physics

Sub-major in physics.

Psychology

Sub-major in psychology.

Science

A degree in science, applied science or engineering, including at least one quarter of first year points or the equivalent in each of two different branches of science (eg. biology, chemistry, physics, geology, mathematics).

Studies of society and environment (SOSE)

A major in one of the following areas, plus one year of study in at least one other area OR sub-majors in two of the following areas: anthropology, Australian studies, classical studies, criminology, economics, environmental studies, geography, history, international relations, multicultural studies, philosophy, politics, sociology.

Note: applicants with a major in one area only may be selected, depending on academic merit.

SOSE - Additional

As for studies of society and environment, but with at least a major in one of the following areas and a sub-major in a second area: anthropology, Australian studies, classical studies, criminology, economics, environmental studies, geography, history, international relations, multicultural studies, philosophy, politics, sociology.

This learning area is only available to students also enrolled in Learning Area (Sec.): Studies of Society and Environment, Learning Area (Sec.): Geography and Learning Area (Sec.): History.

Teaching English to speakers of other languages (TESOL):

Sub-major in LOTE or linguistics or one year of each.

Technology*

Sub-major in at least one of the following subject areas: design (industrial, fashion, architecture), applied arts (wood, metal, textiles), engineering (mechanical, manufacturing, electrical), food science and technology, agriculture or horticulture.

*Availability depends on viable class sizes.

Visual Arts - single or double learning area study

A degree in visual arts including art theory/history, a major study in one practical studio area and minor studies in a second practical studio area.

Primary LOTE specialisation

Year 12 and three years of approved university language study at post-VCE level. Applicants with other qualifications will need to be assessed by a language department at an Australian university as being of equivalent proficiency.

Credit

Credit may be granted for previous study, up to a maximum of 100 points. Credit is determined by the faculty and awarded at the time of enrolment. Credit may be granted for studies undertaken in a Graduate Diploma in Education (Secondary or Primary) at an approved Australian university, but not if the qualification has been completed and awarded.

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

For further details refer to a copy of the Faculty of Education credit policy which is available from the Faculty Office.

Progress through the course

Except where special permission is given by the faculty, you must pass the first year of the course before being allowed to proceed to the second year.

Satisfactory progress through the course is dependent on meeting the prerequisite and corequisite subject requirements. These have been set to ensure that the school experience and professional practice subjects and the internship subjects cannot be undertaken without appropriate support studies and proven readiness.

Course structure

The Bachelor of Teaching is a two-year full-time bachelor degree course. Part-time studies are not available. To qualify for the Bachelor of Teaching you must satisfy the following requirements:

- accumulate a total of 200 points; and
- complete 45 days of approved, supervised teaching experience in schools; and
- complete the subjects as listed in the course outline; and
- complete an internship of at least 36 days in a school.

Honours

To qualify for the Bachelor of Teaching (Honours) award you must satisfy the following requirements in addition to the normal course requirements:

- attain a mark of at least 65 in the subject, 460-427 Honours Project; and
- attain an average mark of at least 75 in the school experience and practice teaching and internship subjects in the second year of the course; and
- attain an average mark of at least 75 over all other elements of the course.

The level of the honours award will depend on the honours grades accumulated over the two years of the course.

Specialisations

LOTE specialisation

Intending primary teachers who have completed three years of approved university language study post-VCE will be eligible to apply to undertake a LOTE specialisation in the second year of the course. You will enrol in 483-244 Learning Area: LOTE (Primary) (p.9) in addition to completing 22 days of LOTE teaching as part of the internship.

Bachelor of Teaching (Secondary): Learning Technologies Stream

This 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 skills base in the key areas of Information and Communication Technologies, Mathematics and Science.

Graduates from the Bachelor of Teaching (Secondary) who have opted for this stream will have experienced a teacher preparation program that not only provides them with enhanced teaching skills in the priority areas, but will assist them over time to make innovative contributions within their schools in these areas.

Students do not require any pre-requisites or need to have undertaken any advanced study in these areas and all commencing Bachelor of Teaching (Secondary) students are welcome to apply.

The subjects focussed on Learning Technologies are:

First Year

- School Experience and Practice Teaching 1 (Students will be placed in their particular learning areas in schools noted for their use of Learning Technologies)
- School Computers in the Classroom
- Teaching with Information Technology (elective)

Second Year

- Software Environments for Learning (elective)
- Internship (in a computer rich school)
- Research Project or Research Project (Honours)

Over half the course will be focussed on preparing students to apply Learning Technologies across the curriculum.

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

Internship

The internship component of the Bachelor of Teaching recognises the value of extended preparation before appointment to a teaching position with full professional responsibilities. It allows you to experience independent teaching moderated both by the experienced mentors in the school and University staff. The teaching-learning triad of teacher, intern and teacher educator enhances the conditions for learning.

If the internship arrangement, as agreed, cannot continue the University will negotiate a transfer to another school without penalty and as quickly as possible. If, however, you have not made satisfactory progress and must withdraw from a school, you may be required to demonstrate your readiness to undertake another internship before a new placement is negotiated.

Selection into internship

Application and selection dates for internships will be set by agreement with schools and advertised to students by the faculty.

You will apply in writing directly to participating schools. Applications will be based on the internship descriptions provided to the University by the schools. School profiles will also be available for student reference. University staff will be available to advise and assist you in the preparation of your applications. The principals of the schools will arrange appropriate selection processes based on those used for teaching appointments.

Internship dates

The dates for internship subject placements will differ from the academic year dates and will be in line with the school calendar year. Dates are shown in the School Experience and Professional Practice General Manual.

Semester dates

In 2003, students in 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.

Details of semester dates and school experience placements are available from the School Experience and Professional Practice Unit.

Course outline

Depending on your teaching area (primary or secondary), your course structure will vary slightly. There are, however, certain compulsory studies which are common to both strands. Details are given below.

Secondary teaching course outline (for students enrolled from 2002)

First year	Points
Year-long	
460-102 School Experience & Practice Teaching 1T (<i>p.3</i>)	12.5
First learning area study (secondary)	12.5
Second learning area study (secondary)	12.5
Plus either	
Third learning area study (secondary)	12.5
OR	
Approved elective subject (Semester 1 only - see list of electives below)	12.5
Semester 1	
476-100 Learning & Teaching (<i>p.4</i>)	12.5
483-122 Language in Education (<i>p.4</i>)	6.25
485-113 Computers and the Classroom (<i>p.4</i>)	6.25
(may be taken in Semester 2)	
Semester 2	
476-101 Curriculum & Assessment (<i>p.4</i>)	12.5
482-101 Education Policy, Schools & Society (<i>p.4</i>)	12.5
Total	100.0
Second year	Points
Semester 1	
460-203 School Experience & Practice Teaching 2T (<i>p.8</i>)	12.5
472-204 Schools: Challenges and Innovations (<i>p.8</i>)	12.5
Plus two of the following four electives	
460-214 Current Issues in Education (<i>p.10</i>)	12.5
476-202 Education 2B Indigenous Aust Studies (<i>p.4</i>)	12.5
476-205 Intro to Children with Special Needs (<i>p.10</i>)	12.5
485-213 IT in Secondary Classrooms (<i>p.10</i>)	12.5
OR an approved elective subject from outside the Faculty	12.5
Semester 2	
460-204 Internship (<i>p.9</i>)	25
476-203 Teaching: Professional Perspectives (<i>p.9</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
Total	100.0

Secondary teaching course outline (for students enrolled prior to 2002)

First year	Points
Compulsory subjects	
460-102 School Experience & Practice Teaching 1T (<i>p.3</i>)	12.5
485-113 Computers and the Classroom (<i>p.4</i>)	6.25
476-100 Learning & Teaching (<i>p.4</i>)	12.5
483-122 Language in Education (<i>p.4</i>)	6.25
476-101 Curriculum & Assessment (<i>p.4</i>)	12.5
482-101 Education Policy, Schools & Society (<i>p.4</i>)	12.5
First learning area study (secondary)	12.5
Second learning area study (secondary)	12.5
Plus either	
Third learning area study (secondary)	12.5
OR	
Approved elective subject	12.5
Total	100.0
Second year	Points
Semester 1	
460-203 School Experience & Practice Teaching 2T (<i>p.8</i>)	12.5
Approved elective subjects	37.5
Semester 2	
460-204 Internship (<i>p.9</i>)	25.0
476-203 Teaching: Professional Perspectives (<i>p.9</i>)	12.5
Plus either	
460-424 Research Project (<i>p.8</i>)	12.5
OR	

Second year	Points
460-427 Honours Project (<i>p.8</i>)	12.5
Total	100.0

Primary teaching course outline

First year	Points
Year-long	
460-102 School Experience & Practice Teaching 1T (<i>p.3</i>)	12.5
483-146 Learning Area (TP) Arts (<i>p.8</i>)	12.5
485-136 Learning Area (TP) Mathematics 1 (<i>p.8</i>)	12.5
Semester 1	
476-100 Learning & Teaching (<i>p.4</i>)	12.5
483-122 Language in Education (<i>p.4</i>)	6.25
485-113 Computers and the Classroom (<i>p.4</i>)	6.25
Semester 2	
476-101 Curriculum & Assessment (<i>p.4</i>)	12.5
482-101 Education Policy, Schools & Society (<i>p.4</i>)	12.5
483-145 Learning Area Primary English 1 (<i>p.8</i>)	12.5
Total	100.0
Second year	Points
Semester 1	
460-203 School Experience & Practice Teaching 2T (<i>p.8</i>)	12.5
482-251 Learning Area (TP) SOSE (<i>p.9</i>)	6.25
483-245 Learning Area Primary English 2 (<i>p.9</i>)	6.25
485-233 Learning Area (TP) Mathematics 2 (<i>p.9</i>)	6.25
485-234 Learning Area (TP) Science & Technology (<i>p.9</i>)	12.5
485-235 Learning Area (TP) Health & Physical Ed (<i>p.10</i>)	6.25
Semester 2	
460-204 Internship (<i>p.9</i>)	25.0
476-203 Teaching: Professional Perspectives (<i>p.9</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
Total	100.0

Students with three years of approved university language study at post-VCE level, who are enrolled in the primary stream and 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*) in their second year. Students undertaking this subject will not enrol in 460-424 Research Project. However, if pursuing an honours degree and permission is granted to enrol in the honours project, then this must be completed in addition to 483-244 Learning Area: LOTE (Primary).

Combined degrees

The Bachelor of Teaching degree can be taken together with other degrees as a combined degree. There are three combined Bachelor of Teaching degree options:

Bachelor of Arts/Bachelor of Teaching

For details about this combined course for intending secondary school teachers, see *Bachelor of Arts/Bachelor of Teaching (BA/BTeach)* (*p.1*)

Bachelor of Creative Arts/Bachelor of Teaching

For details about this combined course for intending secondary school teachers specialising in creative arts, see *Bachelor of Creative Arts/Bachelor of Teaching (BCA/BTeach)* (*p.1*)

Bachelor of Music/Bachelor of Teaching

For details about this combined course for intending primary or secondary school teachers, see *Bachelor of Music/Bachelor of Teaching Bachelor of Music/Bachelor of Teaching (BMus/BTeach)* (*p.1*)

Subject descriptions - first year

Compulsory subjects

460-102 School Experience & Practice Teaching 1T

Credit points: 12.5

HECS-band: 1

Coordinator: Christine Ure

Contact: A total of 25 days in a school or schools designated by the faculty. Students will be required to complete a minimum of three half-day visits to schools during Semester 1 and to attend four hours of seminars for preparation and reflection on the school experience placement (*Year long*).

Description: This subject is designed to provide teaching experience under the guidance of a supervising teacher or teachers.

Assessment: Twenty-five days of supervised school experience.

476-100 Learning & Teaching

Credit points: 12.5

HECS-band: 1

Coordinator: John Baird

Corequisites: 460-102 School Experience & Practice Teaching 1T (p.3) and learning area studies.

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

Description: Four areas will be investigated. Theories of learning covers contrasting affective, cognitive, metacognitive and volitional features of purposeful classroom learning; student and teacher roles and responsibilities in learning; and the place of inquiry and reflection in effective learning and their practical application in building professional knowledge and skills.

Teaching for effective learning covers theoretical perspectives on how to promote effective learning. The conceptual and methodological bases of teaching strategies such as inquiry and concept learning, and cooperative learning; teaching tactics, resources and skills, including communication skills such as questioning, that enhance students' willingness and ability to learn successfully; and how to challenge students to optimise various features of their learning.

Educational psychology covers the educational implications of cognitive, personal and physical development from birth to maturity; and individual differences in learning and their implications for various aspects of teaching, including consideration of students with additional educational needs.

Lesson planning and implementation based on perspectives of effective learning and teaching, eg. writing effective outcome statements, covers selecting appropriate teaching strategies and resources; and designing and managing classroom organisation and activities.

Classroom management and discipline strategies and their implications for classroom teaching practices will also be investigated.

Assessment: A series of assessment tasks totalling 4000 words.

476-101 Curriculum & Assessment

Credit points: 12.5

HECS-band: 1

Coordinator: Peter Ferguson

Prerequisites: 476-100 Learning & Teaching (p.4)

Corequisites: 460-102 School Experience & Practice Teaching 1T (p.3) and Learning Area Studies.

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

Description: Topics include purposes and types of curriculum; analysis of curriculum documents; investigation of changing models of curriculum design and the international trend towards outcomes-based curriculum planning; developing and implementing curriculum that is based on understandings regarding individual development, effective learning, and purposeful teaching; creating an inclusive and appropriate curriculum that is responsive to the needs of all learners and that fosters autonomous learning; purposes and types of assessment and reporting; the influence of assessment on and for productive learning; feedback on, and recording and reporting of, student learning - issues and practices; practical assessment and reporting approaches and strategies; the impact of international assessment and reporting trends on practices in local schools; the links, interaction and tensions between learning, teaching, curriculum and assessment in schools; evaluation of some current curriculum theories and practices in terms of the rationale and reality of learning, teaching and assessment; further refinement of practical teaching and communication skills, incorporating the use of innovative learning technologies, based on an enhanced understanding of the processes of learning, assessment and curriculum; and integrating areas of knowledge and skill that underpin teachers' professional practice, in and out of the classroom.

Assessment: A series of assessment tasks totalling 4000 words.

Prescribed texts: A book of readings will be prepared and available to students for purchase. Alternative sources will be cited.

482-101 Education Policy, Schools & Society

Credit points: 12.5

HECS-band: 1

Coordinator: Debra Tyler

Corequisites: 460-102 School Experience & Practice Teaching 1T (p.3) and learning area studies

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

Description: The subject begins from the position of the beginning teacher and their capacity to be a 'change agent' within the schooling system. From this point students are then encouraged to see how they can have a role in the development of policy at the local level: the school. There is then a shift to a more traditional sociological approach through the consideration of structural factors on issues such as access and opportunity to education. Some current

issues for education policy, schools and society and some responses to current education policy issues are also considered. The organisation and selection of material is intended to provide a range of perspectives from which students can develop a critical analysis of current education policy and management issues and their impact on the current and emerging role of teachers.

Assessment: Students will be required to complete two assignments (total of 4000 words). The first, an essay exploring the role of education; the second, an evaluation of a school based policy.

Prescribed texts: A book of readings will be made available to students at cost. Alternative sources will be cited.

483-122 Language in Education

Credit points: 6.25

HECS-band: 1

Coordinator: Kristina Love

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

Description: This subject will introduce students to the nature and development of language and literacy by examining the social nature of literacy, the application of language and literacy teaching to all subject areas of the curriculum, issues related to texts (written, spoken, and visual) including their social construction and the ways in which readers make meaning from them, the nature and scope of text types in classrooms, and the social and personal implications of the development and attainment of literacy proficiency.

Assessment: Assignments totalling 2000 words.

Recommended texts: The CD-ROM, *Building Understandings in Language and Teaching*, BUILT.

485-113 Computers and the Classroom

Note: Students will be assumed to have a reasonable acquaintance with the Macintosh and/or Windows interface, word processing and basic file manipulation.

Credit points: 6.25

HECS-band: 1

Coordinator: TBA

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

Description: Topics include ethics of using computers in the classroom; computers in the integrated curriculum; a critical evaluation of current curriculum software and strategies for software evaluation in the context of teaching and learning styles and CSF learning outcomes; communications and the use of the internet in the classroom; productivity tools for teachers; the place of multimedia in the classroom; computers and software for special needs; computers and the technology CSF; and IT resources for teachers.

Assessment: Projects dealing with educational applications of software typically used in schools, equivalent to a 2000-word essay.

Learning area studies (secondary)

485-138 Learning Area (Sec) Biology

Credit points: 12.5

HECS-band: 1

Coordinator: TBA

Prerequisites: Sub-majors in two branches of the biological sciences.

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

Description: The subject explores the rationale, methodology and some specific techniques appropriate to the teaching of biology at junior and senior secondary levels in the Curriculum and Standards Framework for Science and the Victorian Certificate of Education.

A combined science method program which has a focus on the general science curriculum in Years 7-10 links specialist methods. This is taught separately but is an integral part of the teaching and assessment of each specialist science method.

The subject introduces a variety of approaches to the organisation of and strategies for teaching biology and junior science in secondary schools, the VCE biology study design, resources relevant to teaching biology and junior science, and valid methods for diagnosis, assessment and evaluations in biology teaching and junior science. It covers practical and theoretical issues in planning units of work from the VCE study design, and seeks to develop personal skills in special areas through the demonstrations, elective program and excursions.

Assessment: Essays and assignments equivalent to 4000 words (100%).

476-105 Learning Area (Sec) Business Studies

Credit points: 12.5

HECS-band: 1

Coordinator: Alison Schlueter

Prerequisites: A sub-major in one of accounting, business management, economics, legal studies or other approved area

Semester: Year long

Description: This subject studies the teaching of business studies in the secondary classroom. It will include the Curriculum and Standards Framework and the Victorian Certificate of Education, as they apply to the business studies field. Students will examine the rationale, curriculum content, methodology and teaching techniques appropriate to the teaching of business studies at the junior and senior levels.

In addition to a study of the Curriculum and Standards Framework and the strands, the subject will cover the teaching of specialist business studies VCE areas: accounting, business management, economics and legal studies, including unit planning and dealing with assessment. The subject aims to develop student knowledge of the business studies field, while developing personal skills in classroom management and presentation.

Assessment: Assignments totalling 4000 words or equivalent.

485-139 Learning Area (Sec) Chemistry

Credit points: 12.5

HECS-band: 1

Coordinator: TBA

Prerequisites: Sub-major in chemistry or sub-major in biochemistry plus first year chemistry.

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

Description: This subject explores the rationale, methodology and some specific techniques appropriate to the teaching of chemistry at junior and senior secondary levels in the Curriculum and Standards Frameworks for Science and the Victorian Certificate of Education.

A combined science method program which has a focus on the general science curriculum in Years 7-10 links specialist methods. This is taught separately but is an integral part of the teaching and assessment of each specialist science method.

The course introduces a variety of approaches to the organisation of and strategies for teaching chemistry and junior science in secondary schools, the VCE chemistry study design, resources relevant to teaching chemistry and junior science, and valid methods for diagnosis, assessment and evaluations in chemistry teaching and junior science. It covers practical and theoretical issues in planning units of work from the VCE study design, and seeks to develop personal skills in special areas through the demonstrations, elective programme and excursions.

Assessment: Essays and assignments equivalent to 4000 words.

483-125 Learning Area (Sec) Drama

Credit points: 12.5

HECS-band: 1

Coordinator: Kate Donelan

Prerequisites: A sub-major in drama studies or theatre studies.

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

Description: Students will study drama curriculum within the contemporary Australian and Victorian educational context with a focus on teaching and learning drama in the secondary school. Topics will include teaching strategies and structures to promote learning in the drama classroom, resources for drama, designing and teaching drama programs appropriate for a range of diverse educational contexts, the drama strand of the Arts Curriculum and Standards Framework, VCE drama and theatre studies, assessment and evaluation in drama.

Assessment: Assignments totalling 4000 words or equivalent.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: The Arts*, Board of Studies, 2000. • Board of Studies, *VCE Study Design: Theatre Studies*, Board of Studies, 2000. • Board of Studies, *VCE Study Design: Drama*, Board of Studies, 2000.

483-126 Learning Area (Sec) English

Credit points: 12.5

HECS-band: 1

Coordinator: Kristina Love

Prerequisites: A sub-major in English or linguistics, or approved equivalent

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

Description: The course will familiarise students with the key English curriculum policy statements and how to plan and evaluate English lessons from Years 7-12 around these policies. This will involve consideration of issues to do with the teaching of young adult fiction, poetry, drama, film as text, approaches to writing, knowledge about language and the media. It will also involve considerations of the role of computers in English teaching, the evaluation of teaching resources and the development of a personal philosophy of English teaching.

Assessment: Assignments totalling 4000 words.

Prescribed texts: Board of Studies, *VCE Study Designs for English, Literature, English Language and Foundation English*, 2000. • Board of Studies, *The Curriculum Standards Framework II: English*, 2000. • DEET, *Curriculum @ Work*, Teacher Support Materials, 2000.

482-105 Learning Area (Sec) Geography

Credit points: 12.5

HECS-band: 1

Coordinator: May Leckey

Prerequisites: A sub-major in geography (environmental studies, development studies are acceptable).

Contact: 36 hours over a year (*Year long*).

Description: The subject will familiarize students with the issues, methods and purposes of teaching geography in the secondary classroom. The key areas of the course are planning and organisation; teaching and learning; recording and assessment; geographic skills; and resources for learning.

The course includes a detailed study of senior geography including practical and theoretical issues in planning units of work from VCE Geography Study Design.

The Curriculum and Standards Framework II for Studies of Society and Environment will be used to explore ways that geography can be organized to meet the different learning needs of students in the middle years of schooling.

Pedagogical approaches will include those that advance critical thinking, metacognition, inquiry and literacy. Topics include the value and place of different kinds of geography and their links with other disciplines: the development of geographical skills and concepts; the relationship between geographical knowledge and participatory citizenship; the pursuit of respect and valuing of diversity; and a focus on the rights of all people, social justice and sustainability.

Assessment: Written assignments and curriculum projects equivalent to 4000 words.

Prescribed texts: A collection of readings will be made available to students at cost.

Board of Studies, *VCE Study Design for Geography*, 1999.

485-141 Learning Area (Sec) Health Education

Credit points: 12.5

HECS-band: 1

Coordinator: Val Webster

Prerequisites: A sub-major in biological (including human biology) or life sciences and at least one subject in social science and/or behavioural science

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

Description: A study of teaching and learning in health education in the secondary school. Emphasis will be placed on the health promoting schools concept and the world-wide principles of health promotion. Important aspects to be covered are the development of social and decision-making skills, development of a positive self-concept, sexuality education, nutrition education and understanding of the health care system and of community health resources.

Assessment: Assignments totalling 4000 words

Prescribed texts: Detailed reading guides will be provided at the commencement of the subject.

Board of Studies, *VCE Study Design: Health and Human Development*, 1999.

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

482-104 Learning Area (Sec) History

Credit points: 12.5

HECS-band: 1

Coordinator: May Leckey

Prerequisites: A sub-major in history (economic history, classical studies and classical civilisation are acceptable)

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

Description: The subject will familiarise students with the issues, methods and purposes of teaching history in the secondary classroom. The key areas of the course are planning and organisation; teaching and learning; recording and assessment; resources for learning. The course includes a detailed study on senior history including practical and theoretical issues in planning units of work from the VCE history study design. The Curriculum and Standards Framework 2 for Studies of Society and Environment will be used to explore ways that history can be organised to meet the different learning needs of students in the middle years of schooling. Pedagogical approaches will include those that advance critical thinking, metacognition, inquiry and literacy. The course will also involve considerations of the role of multimedia in history teaching. Topics include the value and place of different kinds of history and their links to other disciplines; the development of historical skills and concepts; the relationship between historical knowledge and participatory citizenship; the pursuit of empathy in coming to understand the past and the present; and a focus on gender, culture and society.

Assessment: Written assignments and curriculum projects equivalent to 4000 words.

Prescribed texts: A collection of readings will be made available to students at cost.

Board of Studies, *VCE Studies Design for History*, 2000.

485-114 Learning Area (Sec) Info Technology**Credit points:** 12.5 **HECS-band:** 1**Coordinator:** TBA**Prerequisites:** Sub-major in computer science, information management, information systems or other approved area**Contact:** A total of 36 hours (*Year long*).**Description:** A detailed study of the VCE information technology study design and its relationship to the Information Technology Curriculum and Standards Framework document. Consideration of resources for teachers and students; internet-based resources for teachers and students; assessment and verification procedures; approaches to unit design; and contemporary curriculum content. Teaching methods and resources for software and hardware typically used in schools are investigated.**Assessment:** Assignments equivalent in total to an essay of 4000 words on theoretical and practical aspects of information technology teaching.**483-127 Learning Area (Sec) LOTE A Mod.Languages****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Jane Orton**Prerequisites:** Completion of three years of approved university language study at post-VCE level. Students with other qualifications will need to arrange to be assessed by a language department of an Australian university as being of equivalent proficiency.**Contact:** A total of 42 hours across the year (*Year long*).**Description:** A study of concepts and practices in modern language teaching and learning, with emphasis on developing teachers as reflective practitioners, capable of fostering in their students communicative competence in a new language and of making the experience of language learning an educational one. Students will be introduced to commonly used texts and materials and will be taught a range of techniques for employing them.**Assessment:** Assignments totalling 4000 words or equivalent.**483-128 Learning Area (Sec) LOTE B Mod.Languages****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Jane Orton**Prerequisites:** Completion of three years of approved university language study at post-VCE level. Students with other qualifications will need to arrange to be assessed by a language department of an Australian university as being of equivalent proficiency.**Corequisites:** Enrolment in 483-127 LA (Sec): LOTE A (Modern Languages)**Contact:** A total of 42 hours across the year (*Year long*).**Description:** A study of concepts and practices in modern language teaching and learning, with emphasis on developing teachers as reflective practitioners, capable of fostering in their students communicative competence in a new language and of making the experience of language learning an educational one. Students will be introduced to commonly used texts and materials and will be taught a range of techniques for employing them.**Assessment:** Assignments totalling 4000 words or equivalent.**485-115 Learning Area (Sec) Mathematics - Core****Note:** An approved graphics calculator is required.**Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Gary Asp**Prerequisites:** A sub-major in mathematics or mathematical statistics.**Contact:** A total of 36 hours (*Year long*).**Description:** This subject presents an overview of selected issues, problems and methods important for the effective learning and teaching of secondary school mathematics. A study of relevant sections of the Mathematics Curriculum and Standards Framework and the VCE mathematics study design as part of an exploration and examination of curricula, classroom techniques, lesson and unit planning, evaluation procedures, teaching resources, technology tools, concrete learning materials, visual aids and methods of presenting important mathematical concepts.**Assessment:** Essays and assignments equivalent to 4000 words (100%).**Prescribed texts:** Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000. • Board of Studies, *Mathematics Study Design 2000-2003*, 1999.**485-117 Learning Area (Sec) Mathematics - Add'l****Note:** An approved graphics calculator is required**Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Gloria Stillman**Prerequisites:** The equivalent of two sub-majors in two branches of mathematics or a major in one branch of mathematics plus some study in another branch of mathematics. (Statistics satisfies this requirement; computer studies does not). Students must be currently enrolled in, or have passed, 485-115 Learning Area (Sec.): Mathematics.**Contact:** A total of 36 hours (*Year long*).**Description:** Many topics in mathematics - core learning area study will be considered in greater detail including VCE mathematics courses and assessment procedures; problem solving, modelling and project work; using technology to learn and teach mathematics; common student difficulties in particular content areas; and development of teaching aids and materials.**Assessment:** Essays and assignments equivalent to 4000 words (100%).**Prescribed texts:** Board of Studies, *Mathematics Study Design 2000-2003*, 1999.**483-147 Learning Area (Sec) Media Studies****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Michael Considine**Prerequisites:** A sub-major in cinema studies, media studies or equivalent. Some practical experience in filmmaking is expected.**Contact:** A total of 36 hours across the year (*Year long*).**Description:** Students will study the methodology of teaching media studies in the secondary school, involving both practical and theoretical areas of the media. Topics will include key concepts in media teaching, such as audience, media forms and formats, media values and the production process of the media; curriculum and policy documents for media studies; and appropriate program development, classroom teaching, assessment and evaluation strategies.**Assessment:** Assignments totalling 4000 words or equivalent.**483-129 Learning Area (Sec) Music A****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Ros McMillan**Prerequisites:** A major sequence of instrumental tuition at post-VCE level in an approved tertiary institution.**Contact:** A total of 36 hours across the year (*Year long*).**Description:** Students will study the nature of learning and curriculum content in classroom music, and how student achievement can be recognised, assessed and reported. Areas will include general classroom music programs at junior secondary level and specialist music programs at the post-compulsory level (including VCE music) with particular reference to the Victorian Curriculum and Standards Framework for Music. Other areas of study include extra-curricular programs, administration of a music department and music at the primary level.**Assessment:** Assignments totalling 4000 words or equivalent.**483-130 Learning Area (Sec) Music B****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Ros McMillan**Prerequisites:** A major sequence of instrumental tuition at post-VCE level in an approved tertiary institution. Demonstrated competence on a second instrument is also required.**Contact:** A total of 36 hours across the year (*Year long*).**Description:** Students will study the nature of learning and curriculum content in classroom music, and how student achievement can be recognised, assessed and reported. The main focus will be instrumental teaching from primary to VCE in the context of group or individual lessons and ensembles. Supporting this will be studies of acoustics, teaching philosophy and elements of arranging and conducting. Particular reference will be made to the Victorian Curriculum and Standards Framework for Music and materials published by the Victorian Board of Studies on VCE music performance.**Assessment:** Assignments totalling 4000 words or equivalent.**485-142 Learning Area (Sec) Physical Education****Credit points:** 12.5 **HECS-band:** 1**Coordinator:** Richard Light**Prerequisites:** A degree in human movement studies, physical education or approved equivalent.**Contact:** A total of 36 hours (*Year long*).**Description:** Students will study teaching and learning in physical education in the secondary school. The subject will combine theoretical and practical issues in planning units of work from the Curriculum and Standards Framework and the VCE study design, and address such issues as appropriate resources for teaching, risk taking and safety aspects in physical education and in outdoor settings, motivation for physical activity; and the development of inclusive curricula and assessment.

Assessment: Assignments totalling 4000 words

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

485-140 Learning Area (Sec) Physics

Credit points: 12.5

HECS-band: 1

Coordinator: Christina Hart

Prerequisites: A sub-major in physics

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

Description: The subject explores the rationale, methodology and some specific techniques appropriate to the teaching of physics at junior and senior secondary levels in the Curriculum and Standards Framework for science and the Victorian Certificate of Education.

A combined science method program which has a focus on the general science curriculum in Years 7-10 links specialist methods. This is taught separately but is an integral part of the teaching and assessment of each specialist science method.

The course introduces a variety of approaches to the organisation of and strategies for teaching physics and junior science in secondary schools, the VCE physics study design, resources relevant to teaching physics and junior science, and valid methods for diagnosis, assessment and evaluations in physics teaching and junior science. It covers practical and theoretical issues in planning units of work from the VCE study design, and seeks to develop personal skills in special areas through the demonstrations, elective programme and excursions.

Assessment: Essays and assignments equivalent to 4000 words.

476-106 Learning Area (Sec) Psychology

Credit points: 12.5

HECS-band: 1

Coordinator: Roger Hewitt

Prerequisites: A sub-major in psychology

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

Description: This subject focuses on teaching the concepts and skills of psychology, classroom activities which lead to effective learning and models of assessment. Work requirements for VCE study designs and class activities suitable for the International Baccalaureate are examined and unit plans and resources developed through cooperative group activities. Time management for two-year courses and practical considerations for teaching psychology are examined in light of the content and requirements of the curriculum.

Assessment: Essays and assignments totalling 4000 words.

485-131 Learning Area (Sec) Science

Credit points: 12.5

HECS-band: 1

Coordinator: Rod Fawns

Prerequisites: A degree in science, applied science or engineering, including at least one quarter of first-year points or equivalent in each of two different branches of science (eg. biology, chemistry, physics, geology, mathematics).

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

Description: Issues will include language in science, children in science, negotiating curriculum, Department of Education initiatives, teaching techniques and inclusive curriculum, general science and Year 11 and 12 science curriculum in schools including VCE laboratory techniques and resources.

A combined science method program which has a focus on the general science curriculum in Years 7-10 links specialist methods. This is taught separately but is an integral part of the teaching and assessment of each specialist science method.

The subject will introduce a variety of approaches to the organisation of and strategies for teaching science in secondary schools; the VCE science study design; key resources relevant to teaching science in secondary schools; valid methods for diagnosis, assessment and evaluations in science teaching at junior and senior levels; planning of units of work from the VCE study design for science and junior science; and will develop personal skills in special areas through the demonstrations, elective program and excursions.

Assessment: Essays and assignments equivalent to 4000 words (100%).

482-102 Learning Area (Sec) SOSE

Credit points: 12.5

HECS-band: 1

Coordinator: May Leckey

Prerequisites: Major in one of the following areas, plus one year of study in at least one other area OR sub-majors in two of the following areas: anthropology, Australian studies, classical studies, criminology, economics, environmental studies, geography, history, international relations, multicultural studies, philosophy, politics, sociology.

Note: applicants with a major in one area only may be selected, depending upon academic merit.

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

Description: This subject explores the methodologies associated with the key learning area of studies of society and environment in the secondary school. Students will examine the theoretical frameworks of studies of society and environment and will link theory to practice. The program will focus on the development of concepts, skills and values in classroom teaching through content based on principles of democratic process, social justice and ecologically sustainable development. The course will include curriculum planning, inquiry-based teaching and learning, and assessment and evaluation.

Assessment: Essays and assignments equivalent to 4000 words.

Prescribed texts: Rob Gilbert, *Studying Society and Environment. A Guide for Teachers*, 2nd edn, Social Science Press, 2001.

482-103 Learning Area (Sec) SOSE - Additional

Credit points: 12.5

HECS-band: 1

Coordinator: May Leckey

Prerequisites: As for studies of society and environment, but with at least a major in one of the following areas and a sub-major in a second area: anthropology, Australian studies, classical studies, criminology, economics, environmental studies, geography, history, international relations, multicultural studies, philosophy, politics, sociology.

Corequisites: 482-102 LA(Sec.) Studies of Society and Environment

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

Description: Students will undertake in-depth study in the methodology of a nominated single discipline within the context of SOSE (eg. history, geography, politics). A study of the major theories and approaches to subject disciplines in SOSE will form a key aspect of this course along with current research and debate on the nature, content and purpose of SOSE. Models of curriculum design, policy making and approaches to evaluation in SOSE will be used for analysis and comparison. Classroom practice which places importance on critical literacy through philosophical and empirical inquiry, will be emphasised.

Assessment: Essays and assignments equivalent to 4000 words.

Prescribed texts: A book of readings will be made available to students at cost. Alternative sources will be cited.

468-140 Learning Area (Sec) Technology

Credit points: 12.5

HECS-band: 1

Coordinator: Pam St Leger

Prerequisites: A sub-major in at least one of the following: design (industrial, fashion, architecture), applied arts (wood, metal, textiles), engineering (mechanical, manufacturing, electrical), food science and technology, agriculture or horticulture.

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

Description: This subject focuses on problem-solving/project oriented approaches to teaching technology concepts and skills through materials (wood, fibres and fabrics, soils, metals, plastics, foods, plants or composites), information (text, images, graphics, sound) or systems (machines, electronics). The Technology Curriculum and Standards Framework and VCE study designs in design and technology and systems technology will provide a base for studying design and technology curriculum and its implementation. Students will gain experience in developing teaching strategies, including design briefs, that assist their students to be critical users of technology by making connections between technological processes and products, human needs and broader social, environmental and economic issues.

Topics will include key concepts such as technological capability, technological literacy; the relationship between design and technology education and vocational studies (VET in schools); assessing competence especially in relation to practical knowledge and skills; and classroom and workshop practice and safety including use of tools and equipment.

Assessment: Assignments equivalent to 4000 words

483-131 Learning Area (Sec) TESOL

Note: Special requirement: Students taking this learning area should have a high degree of proficiency in spoken and written English.

Credit points: 12.5

HECS-band: 1

Coordinator: Sophie Arkoudis

Prerequisites: Either two years of undergraduate study in linguistics and/or a language other than English or one year of each or concurrent enrolment in 483-829 Language and Language Acquisition (Bachelor of Teaching students only).

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

Description: This subject is a study of the theory and practice of teaching English to speakers of other languages.

Assessment: Essays and assignments equivalent to 4000 words.

Prescribed texts: Board of Studies, *ESL Companion to the English CSF II*, Board of Studies, 2000. • D Nunan, *Second Language Teaching and Learning*, Heinle & Heinle Publishers, 1999.

483-132 Learning Area (Sec) Visual Arts A

Credit points: 12.5

HECS-band: 1

Coordinator: Lee Emery

Prerequisites: A degree in visual arts including art theory/history, a major study in one practical studio area and minor studies in a second practical studio area.

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

Description: This subject focuses on the teaching of the creating, making and presenting sub-strands of the Victorian Curriculum and Standards Framework in the Visual Arts. Student will study the learning of visual literacy, artistic development and curriculum content and how student practical achievement in the visual arts can be recognised, assessed and reported. The course will focus on the development of skills in classroom teaching, the management of practical experiences and budget planning. The program will focus on the development of secondary programs in the visual arts drawing upon learning and curriculum theories relevant to aesthetic experience and current issues relating to pedagogy, cultural practice and curriculum development.

Assessment: Assignments totalling 4000 words or equivalent.

483-144 Learning Area (Sec) Visual Arts B

Credit points: 12.5

HECS-band: 1

Coordinator: Lee Emery

Prerequisites: A degree in visual arts including art theory/history, a major study in one practical studio area and minor studies in a second practical studio area.

Corequisites: 483-132 Learning Area (Sec) Visual Arts A (*p.8*)

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

Description: This study focuses on the teaching of the arts, criticism and aesthetics and past and present context sub-strands of the Victorian Curriculum and Standards Framework in the Visual Arts. Students will study the role of the art critic and art historian as they plan learning experiences involving pupils responding to artworks. The focus will be upon the development of spoken and written skills in art practice, curriculum content and how pupil achievement in the field of cultural theory of the visual arts can be recognised, assessed and reported. The course will include the study of classroom strategies, the management of art appreciation experiences and resource planning. The program will focus on the development of secondary programs in art appreciation drawing upon learning and curriculum theories relevant to aesthetic experience and current issues relating to pedagogy, cultural practice and curriculum development.

Assessment: Assignments totalling 4000 words or equivalent.

Learning area studies (primary)

483-145 Learning Area Primary English 1

Credit points: 12.5

HECS-band: 1

Coordinator: Merle Iles

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

Description: This subject examines theories and methodologies associated with the teaching of reading, writing, speaking and listening in the primary school. It will build on the understandings developed about theories of language acquisition, issues related to texts (written, spoken, and visual) and the nature and scope of text types used in the classroom developed in language in education.

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

Prescribed texts: Board of Studies, *Curriculum Standards Framework II: English*, 2000. • M Anstey, and G Bull, *The Literacy Labyrinth*, Prentice Hall, 1996.

483-146 Learning Area (TP) Arts

Credit points: 12.5

HECS-band: 1

Coordinator: Wes Imms

Corequisites: 476-100 Learning & Teaching (*p.4*) and 460-102 School Experience & Practice Teaching 1T (*p.3*)

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

Description: This subject presents the arts as a key learning area in primary education. Students study teaching strategies and developmental learning in relation to children's education in the arts, with a particular focus on drama, music and visual arts. Students will engage in theoretical studies and practical drama, music and visual arts workshops to inform their understanding and knowledge of the teaching of the arts in primary schools. Students will develop a thorough understanding of the Arts Curriculum and Standards

Framework and the application of the sub-strands: creating, making and presenting, arts criticism and aesthetics and past and present contexts to primary arts curriculum. The subject will focus on the skills required to design, implement and evaluate drama, music and visual arts programs for the primary school.

Assessment: Written assignments, curriculum projects, visual arts folio and performance projects equivalent to 4000 words.

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

485-136 Learning Area (TP) Mathematics 1

Credit points: 12.5

HECS-band: 1

Coordinator: Gary Asp

Corequisites: BTeach students only: 476-100 Learning and Teaching and 460-102 School Experience & Practice Teaching 1T (*p.3*)

Contact: A total of 48 hours (*Year long*).

Description: This subject is a survey of primary mathematics curriculum content and investigation of teaching methodologies. Exploration of fundamental concepts, generalisations, skills and applications through investigations in number, measurement, and chance and data strands. The use of calculators and computers in teaching and for learning within these strands. Assessment techniques appropriate to primary school mathematics.

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

Written assignments equivalent in total to 2500 words and two 2-hour examinations, one at the end of each semester.

Prescribed texts: Board of Studies, *Curriculum and Standards Framework II: Mathematics*, 2000. • Booker G et al, *Teaching Primary Mathematics*, 2nd ed, 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.

Subject descriptions - second year

Compulsory subjects

472-204 Schools: Challenges and Innovations

Credit points: 12.5

HECS-band: 1

Coordinator: Julianne Moss

Prerequisites: 476-100 Learning and Teaching; 476-101 Curriculum and Assessment; 482-101 Education Policy, Schools and Society

Corequisites: 460-203 School Experience and Practice Teaching 2T

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

Description: This subject investigates current challenges and innovations in schools. It involves a rethinking of structures and processes set within a theoretical framework drawn from curriculum theory, education policy, sociology and philosophy. Students will explore issues such as the needs of students in the middle years of schooling (Years 5 to 9), catering for the learning and welfare needs of a diverse student population, the rethinking of traditional subjects to produce a thinking curriculum, new learning theories such as multiple intelligences and enactivism, problem-based learning as a vehicle for developing self-sufficient learners, calls for the internationalisation of the curriculum, the impact of innovations in information and communication technologies, the provision of vocational education and training in secondary schools, the desire to build collaborative learning communities in schools, critical and feminist pedagogies and their role in challenging curriculum conventions and postmodern perspectives and the disappearance of truths and certainties. Students will have opportunities to work in small teams to investigate particular problems of interest to themselves and to the school communities in which they undertake their school experience placement in Semester 1.

Assessment: Two assessment tasks totalling 4000 words (each worth 50%)

School experience subjects

460-203 School Experience & Practice Teaching 2T

Credit points: 12.5

HECS-band: 1

Coordinator: Christine Ure

Prerequisites: School Experience and Practice Teaching 1T

Corequisites: 37.5 points of learning area studies (primary) if enrolled in primary teaching strand.

Contact: A total of 20 days in a school designated by the Faculty (*Semester 1, repeat 2, Summer*).

Description: This teaching experience will allow student teachers to take on greater responsibility for the learning and development of school students

through carefully planned and guided educational experiences. It is expected that planning will include identification and analysis of the community contexts of the education program of the school.

Students will spend a block of 20 days in one primary or secondary school teaching under supervision and will be expected to plan and implement extended units of work as part of the intensive teaching experience.

Assessment: Twenty days of supervised school experience.

Prescribed texts: M Balson, *Understanding Classroom Behaviour*, 3rd edn, ACER, 1992. • M Collis and J Dalton, *Becoming Responsible Learners: Strategies for Positive Classroom Management*, Tasmanian Early Childhood Senior Staff Association, 1989. • J Dalton, *Adventures in Thinking: Creative Thinking and Cooperative Talk in Small Groups*, Nelson, 1985. • J Heywood, *Pitfalls and Planning in Student Teaching*, Kogan Page, 1982.

460-204 Internship

Note: LOTE specialists concurrently enrolled in 483-244 Learning Area: LOTE (Primary) (p.9) will be required to complete 22 days of LOTE teaching and at least 20 hours of LOTE methodology studies as prescribed within the school and University seminar program.

Credit points: 25

HECS-band: 1

Coordinator: Christine Ure

Prerequisites: 460-203 School Experience & Practice Teaching 2T (p.8) and all required learning area studies (primary or secondary).

Contact: A minimum of 36 days (*Semester 2*).

Description: The student will assume professional duties within the classroom, school and community, in collaboration with appropriately qualified mentors approved by the host school and the faculty.

A minimum of 36 days will be spent in one school. The intern will attend their school for four days per week. Intending secondary teachers will have a teaching load of about 12 classes of an hour each per week. Intending primary teachers will have a teaching load equivalent to 60% (ie. three days) of a normal teaching load over those four days. The remainder of the time will be spent in planning and evaluating their teaching and involvement in wider school activities under the guidance of school staff. Participation in school and University seminars with their peers is expected.

Several models of internship are possible and will be negotiated with the host schools:

- schools may elect to have a student share responsibility with a classroom teacher for one or more classes or sessions;
- schools may rotate students on a specialist basis.

Satisfactory completion of this subject denotes that the student is ready to take on the full responsibilities of a beginning teacher.

Assessment: The internship agreement, and additional assessment tasks totalling not more than 2000 words, or equivalent.

476-203 Teaching: Professional Perspectives

Credit points: 12.5

HECS-band: 1

Coordinator: Julianne Moss

Corequisites: 460-204 Internship (p.9)

Contact: A total of 36 hours as presentations/seminars/workshops (*Semester 2*).

Description: This subject focuses on multiple facets in the overall professional practices of teachers. Issues explored include teachers as curriculum designers, implementers and evaluators; and as managers and facilitators of student learning.

Topics include critical examination of current innovations, theories, policies and practices in curriculum, assessment and pedagogy, eg. critiques of the construction of knowledge and school subjects; integration of learning areas into a coherent framework; difference (eg. gender, ability, special needs, race and ethnicity) and learning; the realisation of such changes in curriculum, teaching plans and classroom practice to support meaningful and successful learning; theories and strategies for refinement and improvement of practice; teachers' work as members of the profession, and in relationship to families, groups and institutions.

Assessment: A series of assessment tasks totalling 4000 words.

460-424 Research Project

See full subject details on page 8.

460-427 Honours Project

See full subject details on page 8.

Learning area studies (primary)

482-251 Learning Area (TP) SOSE

Credit points: 6.25

HECS-band: 1

Coordinator: Sue Wilks

Prerequisites: 476-100 Learning & Teaching (p.4), 460-102 School Experience & Practice Teaching 1T (p.3)

Contact: Two hours of seminars each week (*Semester 1*).

Description: Themes in this subject include civics and citizenship, relating to the environment, human relationships, values and systems, responding to change, multiple and global perspectives, and the importance of investigation, communication and participation. On completion of this subject students should be able to apply its objectives to their curriculum planning and classroom work.

Assessment: Assignments totalling 2000 words or equivalent.

Prescribed texts: A book of readings will be made available to students at cost. Alternative sources will be cited.

483-244 Learning Area: LOTE (Primary)

Note: This subject is only available to Bachelor of Teaching (Primary strand) or Bachelor of Education (Primary) students.

Credit points: 12.5

HECS-band: 1

Coordinator: Jane Orton

Prerequisites: 460-203 School Experience & Practice Teaching 2T (p.8) and three years of approved university language study post-VCE (BTeach only)

Three years of approved university language study post-VCE (BEd Primary)

Corequisites: 460-204 Internship (p.9) (BTeach)

460-300 School Experience 3 (BEd Primary)

Contact: As negotiated with the supervisor (*Semester 2*).

Description: Students undertake a study of concepts and practice in second language teaching and learning, with the emphasis on developing teachers as reflective practitioners, capable of fostering in their students communicative competence in a new language, and making the experience of language learning an educational one. Students will be introduced to texts and materials commonly used in primary schools, and will be taught a range of techniques for employing them.

Assessment: Assignments totalling 4000 words or equivalent.

483-245 Learning Area Primary English 2

Credit points: 6.25

HECS-band: 1

Coordinator: Julie Hamston

Prerequisites: 483-145 Learning Area Primary English 1 (p.8) or equivalent.

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

Description: Students will study the social nature of language and the implications of this for the primary classroom. Topics include the theoretical connections between language, culture, ideology and the individual; the significance of language in creating and maintaining social difference, and the development of culturally inclusive language practices; and the theory of second language acquisition and its application in ESL learning and teaching.

Assessment: Assignments totalling 2000 words, or equivalent.

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

485-233 Learning Area (TP) Mathematics 2

Credit points: 6.25

HECS-band: 1

Coordinator: Helen Chick

Prerequisites: 476-100 Learning and Teaching, 460-102 School Experience and Practice Teaching 1T and 485-136 Mathematics 1

Contact: A total of 24 hours (*Semester 1*).

Description: This subject focuses on the creation of mathematics curriculum that achieves a balance of all types of mathematical activity. Topics include the skills and attitudes required for problem-solving and using mathematics in an investigative manner; the reasoning and strategies strand and space strand of the primary mathematics curriculum. The use of computers in teaching and for learning within this strand. The design of sequences of lessons in primary school mathematics, incorporating appropriate assessment tasks.

Assessment: Written assignments equivalent in total to 1500 words (50%) and one 2-hour examination (50%).

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

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

485-234 Learning Area (TP) Science & Technology

Credit points: 12.5

HECS-band: 1

Coordinator: TBA

Prerequisites: For BTeach: 476-100 Learning and Teaching, 460-102 School Experience and Practice Teaching 1T

For DipEd (Prim.) part-time students: 460-102 School Experience and Practice Teaching 1T

Corequisites: For DipEd (Prim) full-time students: 460-102 School Experience and Practice Teaching 1T

Contact: A total of 36 hours plus 10 hours of fieldwork (*Semester 1*).

Description: Aspects of biology, earth science and physical science and technology relevant to primary school teachers are studied. Children's understandings of science and technology concepts are examined. Pertinent learning experiences relevant to teaching in primary school are investigated.

Assessment: A 1500-word written assignment (50%); short written assignments (1500 words equivalent) (50%).

Hurdle Requirement: Satisfactory completion of a set task covering science or technology content of the primary curriculum.

Prescribed texts: M Fler & T Hardy, *Science for Children: Developing a Personal Approach to Teaching*, Prentice Hall, 1996.

485-235 Learning Area (TP) Health & Physical Ed

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

Coordinator: Val Webster

Prerequisites: For BTeach: 476-100 Learning & Teaching (*p.4*), 460-102 School Experience & Practice Teaching 1T (*p.3*)

For DipEd (Prim.) part-time students: 460-102 School Experience and Practice Teaching 1T

Corequisites: For DipEd (Prim.) full-time students: 460-102 School Experience and Practice Teaching 1T

Contact: A total of 27 hours (*Semester 1*).

Description: This subject examines the scope and nature of teaching and learning in the area of health and physical education. Emphasis is placed on curriculum content, planning, methodologies and resources.

Assessment: Assigned written work totalling 2000 words.

Prescribed texts: T Tinning, D Kirk & J Evans, *Learning to Teach Physical Education*, Prentice Hall, 1993. • Board of Studies, *Curriculum and Standards Framework II: Health and Physical Education*, 2000. • Department of Education, *Fundamental Motor Skills: A Manual for Classroom Teachers*, Department of Education, 1993.

Electives

460-214 Current Issues in Education

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

Coordinator: Christine Ure

Contact: A 2-hour class each week other than during school experience, or equivalent (*Semester 1, repeat 2*).

Description: Students undertake a study of some major current issue or issues in education, the theoretical framework in which they are conducted, and their implications for schools. After identifying the issues they wish to investigate, students will negotiate a study program of classes, reading, investigative work, and/or attendance at professional development activities to develop their knowledge and understanding of the area. Students may work individually or in groups.

Assessment: Assignments totalling 4000 words, or equivalent.

476-205 Intro to Children with Special Needs

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

Coordinator: Daryl Greaves

Contact: A total of 36 hours over the whole semester (*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.

485-213 IT in Secondary Classrooms

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

Coordinator: Dianne Chambers

Prerequisites: 485-113 Computers and the Classroom

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

Description: The subject will build on the subject 485-113 Computers and the Classroom and on completion of the subject students should be able to demonstrate an understanding of how IT-based technology can be used to support curriculum goals and to enhance teaching and learning; demonstrate an ability to evaluate the current and potential uses of learning technologies in at least one key learning area; demonstrate a critical awareness of the range of software suitable for use in specific learning areas and apply sound strategies for evaluating their value and purpose; demonstrate an informed approach to the use of electronic communications; and identify and articulate their views on the social and educational issues associated with computer use in schools. Students in this subject will focus on how IT can be used effectively in one or two key learning areas (KLA) and assessment tasks will allow an exploration of the KLA of interest to each student.

Assessment: Assignments totalling 4000 words.

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