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 2006 was an ENTER score of 81.15.

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.

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.5)*. Students will undertake this subject as one of their 3rd or 4th year learning area option subjects. Students are required to complete 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 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 that 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 Melbourne Education Student Centre.

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 5256).

Course outline

BEd (Primary) course outline

First year		Points
Year-long		
460-100	School Experience 1 *(p.2)*	6.25
476-104	Education 1: Children Schools & Society *(p.3)*	18.75
485-100	Learning Area: Mathematics 1 *(p.3)*	12.5
Semester 1		
476-107	Learning Area: Society & Environment 1 *(p.3)*	12.5
485-102	Learning Area: Science & Technology 1 *(p.3)*	12.5
Semester 2		
483-107	Learning Area: Language & Literacy 1 *(p.3)*	12.5
485-101	Learning Area: Health & Physical Ed.1 *(p.3)*	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 *(p.3)*	6.25
483-105	Learning Area: Primary Music *(p.3)*	6.25
483-106	Learning Area: Primary Drama *(p.3)*	6.25
Total		**100.0**

Second year		Points
Year-long		
460-200	School Experience 2 *(p.4)*	12.5
476-200	Education 2A: Educ. Theories & Practices *(p.4)*	12.5
485-200	ICT and Children's Learning *(p.4)*	12.5
Plus either		
485-202	Learning Area: Mathematics 2 *(p.4)*	12.5
OR		
485-204	Learning Area: Mathematics 2 (Adv) *(p.4)*	12.5
Plus either		
485-220	Learning Area: Health & Physical Ed.2 *(p.5)*	12.5
OR		
485-229	Learning Area:Health & Physical Ed.2 Adv *(p.5)*	12.5
Semester 1		
476-202	Education 2B Indigenous Aust Studies *(p.4)*	12.5
Semester 2		
483-200	Learning Area: Language & Literacy 2 *(p.4)*	12.5
483-246	Learning Area: Integrated Arts *(p.4)*	6.25
Total		**100.0**

Third year		Points
Year-long		
460-300	School Experience 3 *(p.5)*	18.75
476-320	Education 3A Curriculum and Teaching *(p.5)*	18.75
Plus either		
485-349	Learning Area: Sci & Technology 2 *(p.6)*	12.5
OR		
485-355	Learning Area: Sci & Technology 2 (Adv) *(p.6)*	12.5
Plus		
Learning area option		12.5
Semester 1		
476-322	Educ.3B Children With Special Needs *(p.5)*	12.5
483-365	Learning Area: Language & Literacy 3 *(p.5)*	12.5
Semester 2		
Either		
485-346	Learning Area: Mathematics 3 *(p.5)*	12.5
OR		
485-348	Learning Area: Mathematics 3 (Adv) *(p.6)*	12.5
Total		**100.0**

Fourth year		Points
Year-long		
476-422	Educ.4A Curriculum Integration *(p.7)*	12.5
Learning area option		12.5
Semester 1		
476-424	Educ.4B Issues & Contexts in Education *(p.7)*	12.5
483-460	Learning Area: Language & Literacy 4 *(p.7)*	12.5
Plus either		
485-449	Learning Area: Mathematics 4 *(p.8)*	12.5
OR		
485-407	Learning Area: Mathematics 4 (Adv) *(p.7)*	12.5
Semester 2		
460-400	School Experience 4 *(p.7)*	12.5
Plus either		
460-424	Research Project *(p.7)*	12.5
OR		
460-427	Honours Project *(p.7)*	12.5
Plus either		
485-448	Learning Area: Sci & Technology 3 *(p.8)*	12.5
OR		
485-455	Learning Area: Sci & Technology 3(Adv) *(p.8)*	12.5
Total		**100.0**

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 Professional Practice General Manual, BEd (Primary) Manual or the web site <http://www.edfac.unimelb.edu.au/about/profprac>.

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

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: 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 satisfactory supervised school experience.

476-104 Education 1: Children Schools & Society

Credit points: 18.75

Coordinator: Kay Margetts

Corequisites: 460-100 School Experience 1 *(p.2)*.

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.

Prescribed texts: A Woolfolk and K Margetts, *Educational Psychology*, Sydney: Pearson Education, 2007.

476-107 Learning Area: Society & Environment 1

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

Credit points: 12.5

Coordinator: Lyn Longaretti

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

Coordinator: Marnee Watkins

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 (crtiticism, 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: VCAA, *Victorian Essential Learning Standards*, 2006.

483-105 Learning Area: Primary Music

Credit points: 6.25

Coordinator: Andrew Swainston

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 a group composition and presentation (50%); and a written assignment of 1000 words (50%).

Prescribed texts: VCAA, *Victorian Essential Learning Standards*, 2006.

483-106 Learning Area: Primary Drama

Credit points: 6.25

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: VCAA, *Victorian Essential Learning Standards*, 2006.

483-107 Learning Area: Language & Literacy 1

Credit points: 12.5

Coordinator: Julie Hamston

Corequisites: 460-100 School Experience 1 *(p.2)*.

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 reading and discussion.

Prescribed texts: A subject readings book will be available for purchase.

485-100 Learning Area: Mathematics 1

Credit points: 12.5

Coordinator: Vicki Steinle

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

Description: This subject deals with mathematical content in Number, Working Mathematically, Chance and Data of the Victorian primary mathematic curriculum. Students will deepen their own knowledge of these topics and study the way in which children think and learn about them. Pedagogical content knowledge for developing mathematical learning will be a focus. The use of technology, including calculators, will be considered.

Assessment: Written assignments equivalent in total to 2000 words and two 2-hour examinations, one at the end of each semester.

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

Prescribed texts: G Booker et al, *Teaching Primary Mathematics*, (3rd edn), Addison Wesley Longman, 2004. • K Marston and K Stacey, *Foundations for Teaching Arithmetic Vers 2*, CD, DSME, University of Melbourne 2003. • V Steinle, K Stacey and D Chambers, *Teaching and Learning about Decimals Vers 3.1*, CD, DSME, University of Melbourne, 2006.

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

Credit points: 12.5

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 biophysical 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 2400 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.

VCAA, *Victorian Essential Learning Standards*, 2006.

485-102 Learning Area: Science & Technology 1

Credit points: 12.5

Coordinator: Christina Hart

Contact: 36 hours contact time *(Semester 1)*.

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 in the primary school. Children's understandings of natural phenomena and ways of promoting meaningful learning will be examined. Through reflections on their own learning students will deepen their appreciation of what is involved in learning for understanding. Workshop activities will also introduce students to the process of investigation in science, processes in technology, and the uses of informa-

tion technologies. Resources to support the curriculum areas of science and technology in the primary school will be considered.

Assessment: One two-hour examination (70%) and one written assignment of 1500 words (30%).

Prescribed texts: Book of topic notes and resources.

Keith Skamp, *Teaching Primary Science Constructively (2nd edn)*, Thomson Learning, Southbank, Victoria, 2004.

Second year

460-200 School Experience 2

Credit points: 12.5

Coordinator: Christine Ure

Prerequisites: 460-100 School Experience 1 *(p.2)* 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 ICT and Children's Learning *(p.4)*.

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 satisfactory supervised school experience.

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

Credit points: 12.5

Coordinator: Clinton Golding

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 ICT and Children's Learning *(p.4)*.

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

Coordinator: Phil Egan

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

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

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: Assignments and essays totalling 4000 words.

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

483-200 Learning Area: Language & Literacy 2

Credit points: 12.5

Coordinator: TBA

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 (100%).

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

483-246 Learning Area: Integrated Arts

Credit points: 6.25

Coordinator: Marnee Watkins

Prerequisites: 483-104 Learning Area: Primary Visual Arts *(p.3)*, 483-105 Learning Area: Primary Music *(p.3)*, 483-106 Learning Area: Primary Drama *(p.3)*

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

Description: This subject builds onto prior learning from the Primary Drama, Music and Visual Arts subjects to explore the role of Integrated Arts in education. A sound theoretical base is balanced with practical explorations to investigate current trends and issues in the situating of Arts within the Victorian Essential Learning Standards (VELS). Students will plan, implement, evaluate and reflect upon arts curricula appropriate to the primary school.

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

Prescribed texts: VCAA, *Victorian Essential Learning Standards*, 2006.

485-200 ICT and Children's Learning

Credit points: 12.5

Coordinator: Anthony Jones

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

Contact: Weekly lecture and weekly workshops totalling 45 hours *(Year long)*.

Description: The focus of this subject is on developing a sound understanding of how current information and communication technologies can be used to support curriculum goals and to enhance teaching and learning in early childhood and primary settings.

Assessment: Lecture workshop tasks plus assignments to a total of 4000 words.

Prescribed texts: There are no prescribed texts, but reading lists for weekly lectures will be posted on the subject website. It is expected that students will keep themselves up to date with developments in ICT and learning through the reading lists and appropriate journals and books from the library.

485-202 Learning Area: Mathematics 2

Credit points: 12.5

Coordinator: Helen Chick

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.

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 2000 words, plus two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: G Booker et al, *Teaching Primary Mathematics*, (3rd edn), Addison Wesley Longman, 2004. • K Marston and K Stacey (eds), *Foundations for Teaching Arithmetic*, Version 2 (CD-ROM), DSME: University of Melbourne.

485-204 Learning Area: Mathematics 2 (Adv)

Credit points: 12.5

Coordinator: Helen Chick

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 dimensions of VELS 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 2000 words, plus two 2-hour examinations (one mid-year and one end-of-year).

Prescribed texts: G Booker et al, *Teaching Primary Mathematics*, (3rd edn), Addison Wesley Longman, 2004. • K Martson and K Stacey (eds), *Foundations for Teaching Arithmetic*, Version 2 (CD-ROM). DSME: University of Melbourne.

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

Credit points: 12.5

Coordinator: Val Webster

Prerequisites: 485-101 Learning Area: Health & Physical Ed.1 *(p.3)* or approved equivalent.

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

Description: This subject examines curriculum issues in health and physical education through the Victorian Essential Learning Standards. 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; outdoor and environment education.

Assessment: Written assignments totalling 3000 words (75%) and a 2-hour examination (25%).

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

Prescribed texts: VCAA, *Victorian Essential Learning Standards*, 2006. • Australian Institute of Health & Welfare, *A Picture of Australia's Children*, Canberra, AIHW 2005 Cat. No. PHE58.

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

Credit points: 12.5

Coordinator: Val Webster

Prerequisites: A minimum grade of H2A in 485-101 Learning Area: Health & Physical Ed.1 *(p.3)* or an approved equivalent.

Contact: A total of 54 hours, plus a three-day outdoor education field trip late January or early February *(Year long)*.

Description: This subject continues to examine curriculum issues in health and physical education through the Victorian Essential Learning Standards. Practical workshops and seminars focus upon the primary curriculum and may 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 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.

Prescribed texts: VCAA, *Victorian Essential Learning Standards*, 2006. • Australian Institute of Health & Welfare, *A Picture of Australia's Children*, Canberra AIHW 2005, Cat. No. PHE58.

Third year

460-300 School Experience 3

Credit points: 18.75

Coordinator: Christine Ure

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

Corequisites: 476-320 Education 3A Curriculum and Teaching *(p.5)* and 476-322 Educ.3B Children With Special Needs *(p.5)*.

Contact: Thirty days in schools designated by the Faculty, normally in two 3-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 satisfactory supervised school experience.

476-320 Education 3A Curriculum and Teaching

Credit points: 18.75

Coordinator: Peter Ferguson

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.5)*.

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 assessment at the individual, classroom and school level. 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

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.5)*.

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, (2nd edn)*, Pearson Education Australia, 2005.

483-365 Learning Area: Language & Literacy 3

Credit points: 12.5

Coordinator: Pam Macintyre

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: G Winch, et.al, *Literacy: Reading, Writing and Children's Literature*, (3rd ed.) Oxford, 2006.

485-346 Learning Area: Mathematics 3

Credit points: 12.5

Coordinator: Cath Pearn

Prerequisites: 485-202 Learning Area: Mathematics 2 *(p.4)* or 485-204 Learning Area: Mathematics 2 (Adv) *(p.4)*.

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

Description: This subject surveys the numeracy programs used in primary schools. Students will learn to identify the normal stages through which children pass in the development of additive and multiplicative thinking and to design appropriate teaching for each stage. The demands of mathematical notation and the characteristics of mathematics language is examined, along with strategies and resources for teaching those for whom English is a second language. Students will examine the teaching of skills for the conduct of mathematical investigations and real world problem solving.

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

Hurdle requirement: Satisfactory completion of weekly tasks.

Prescribed texts: A subject reader is available.

485-348 Learning Area: Mathematics 3 (Adv)

Credit points: 12.5

Coordinator: Cath Pearn

Prerequisites: 485-204 Learning Area: Mathematics 2 (Adv) *(p.4)* or a result of at least H2A in subject 485-202 Learning Area: Mathematics 2 *(p.4)*.

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

Description: This subject surveys the numeracy programs used in primary schools. Students will learn to identify the normal stages through which children pass in the development of additive and multiplicative thinking and to design appropriate teaching for each stage. The demands of mathematical notation and the characteristics of mathematics language is examined, along with strategies and resources for teaching those for whom English is a second language. Students will examine the teaching of skills for the conduct of mathematical investigations and real world problem solving. Students will develop their own skills of mathematical investigation through a program providing experience and reflection on the problem solving process and develop material for extension and enrichment activities in schools.

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

Hurdle requirement: Satisfactory completion of weekly tasks.

Prescribed texts: A subject reader is available.

485-349 Learning Area: Sci & Technology 2

Credit points: 12.5

Coordinator: Christine Redman

Prerequisites: 485-102 Learning Area: Science & Technology 1 *(p.3)* or approved equivalent.

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

Description: Science topics covered in this subject will demonstrate effective and motivating ways to incorporate the big ideas of science into the primary classroom program. Comprehensive unpacking of the science and technology ideas in topics will be explored and investigated in a practical manner that provides sound pedagogical approaches, resources and strategies for innovative primary teachers. Sources of teaching materials, equipment and resources appropriate to the primary school level are incorporated.

Assessment: Semester 1: A teaching report (equivalent to 1000 words) that is related to a primary science topic will be constructed (20%),

Semester 2: A written teaching report (1000 words) and the construction of a technological artifact relating to the teaching of primary technology (20%)

A 2-hour examination based on the whole year's study (60%).

Prescribed texts: R Cross, *Teaching Primary Science: Empowering Children for their World*, Addison Wesley Longman, 1996.

485-355 Learning Area: Sci & Technology 2 (Adv)

Credit points: 12.5

Coordinator: Christine Redman

Prerequisites: A minimum grade of H2A in 485-102 Learning Area: Science & Technology 1 *(p.3)*or approved equivalent.

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

Description: Science topics covered in this subject will demonstrate effective and motivating ways to incorporate the big ideas of science into the primary classroom program. Comprehensive unpacking of the science and technology ideas in topics will be explored and investigated in a practical manner that provides sound pedagogical approaches, resources and strategies for innovative primary teachers. Sources of teaching materials, equipment and resources appropriate to the primary school level are incorporated. A collaborative project will be undertaken that demonstrates aspects of both science and technology in the modern world and students relationships to it.

Assessment: Semester 1: A teaching report (equivalent to 1000 words) that is related to a primary science topic will be constructed (20%),

Semester 2: A written teaching report (1000 words) on the collaborative project demonstrating its relationship to science and technology teaching in primary technology (20%)

A 2-hour examination based on the whole year's study (60%).

Prescribed texts: R Cross, *Teaching Primary Science: Empowering Children for Their World*, Addison Wesley Longman, 1996.

Third-year option studies (not all options may be offered in 2007)

483-244 Learning Area: LOTE (Primary)

See full subject details on page 5.

483-300 Learning Area: TESOL (Primary)

Note: Students are required to satisfactorily complete 22 days of TESOL practicum in order to meet DEST requirements for TESOL specialisation.

Credit points: 12.5

Coordinator: Michele de Courcy

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

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

483-355 Learning Area: Children's Literature OPT

Credit points: 12.5

Coordinator: Pam Macintyre

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

Description: This subject covers 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 investigates 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

Coordinator: Marnee Watkins

Prerequisites: 483-246 Learning Area: Integrated Arts *(p.4)*

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 contribute to a school or community-based performance or project.

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

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

Credit points: 12.5

Coordinator: Melanie Nash

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

Contact: 24 hours contact time plus 5 days outdoor educational camp *(Semester 1)*.

Description: Students will engage in the practice-based development of strategies for teaching, planning, management and assessment in physical education and their practical application in primary school settings with an emphasis on inquiry-based approaches to teaching sport and games. It also includes teaching students with special needs and issues of organisation, safety and learning in outdoor settings. The content of the course includes accompanying a five-day school camp, completing a nationally accredited coaching qualification, gaining a level II first aid qualification and the teaching of sport clinics in local primary schools.

Note: to be eligible for assessment in this subject, students must produce documented evidence of holding a current Level 2 First Aid certificate.

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

Prescribed texts: Subject reader is available.

485-357 Learning Area:Australian Environment OPT

Credit points: 12.5

Coordinator: Sherie McClam

Prerequisites: 485-102 Learning Area: Science & Technology 1 *(p.3)* or approved equivalent.

Contact: 3 x 2-hour workshops and one 5-day field experience *(Semester 2).*

Description: Through the combination of three on-campus workshops and an intensive 5-day field experience, students will engage in socio-ecological study of a particular Australian ecosystem. Important social and ecological concepts like sustainability, the allocation of scarce resources, the importance of cultural and biological diversity, the interactions and interdependence of organisms and the role of climate and climate change will be integrated and explored. Experiential, project and place-based teaching and learning practices will be employed to give students an opportunity to develop deep understandings of, appreciation for and commitment to the complexities and vulnerabilities of the Australian environment.

Assessment: One planning and reflection journal of 1500 words (50%) and one group project of 2500 words (50%).

Prescribed texts: Flannery, T. (1997), *The Future Eaters: An Ecological History of the Australasian Lands and Peoples*, Sydney: New Holland Publishers.

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:

460-214 Current Issues in Education

See full subject details on page 1.

472-106 Indigenous Culture and Learning

See full subject details on page 1.

485-137 Education in Natural Landscapes

See full subject details on page 1.

485-146 Sport Coaching: Theory and Practice

See full subject details on page 1.

485-147 Sport & Education in Australian Society

See full subject details on page 1.

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

Coordinator: Christine Ure

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

Corequisites: 476-422 Educ.4A Curriculum Integration *(p.7)*.

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 satisfactory school experience.

460-424 Research Project

Credit points: 12.5

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.7)*.

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

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.7)*.

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

Coordinator: Sally Godinho

Prerequisites: 476-320 Education 3A Curriculum and Teaching *(p.5)*.

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

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

Description: Students examine different conceptual models of integrated curriculum and experience an integrated curriculum unit in action during the first semester workshops. This experience prepares students to design, implement and evaluate their own integrated units. Topics the subject covers include: planning assessment for learning; thinking curriculum; and differentiating and negotiating the curriculum.

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

Prescribed texts: Education 4A Collected Book of Readings

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

Coordinator: Julie White

Prerequisites: 476-320 Education 3A Curriculum and Teaching *(p.5)* and 476-322 Educ.3B Children With Special Needs *(p.5)*.

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

Description: Social and political contexts of schooling. Topics include: teacher professionalism; professional and personal teacher identity; legal aspects of teaching; exploration of issues in the media relating to education; and nurturing and articulating professionalism.

Assessment: Assignments totalling 4000 words, or equivalent.

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

Coordinator: Julie Hamston and Paul Molyneux

Prerequisites: 483-365 Learning Area: Language & Literacy 3 *(p.5)*.

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

Description: The impact of diversity on literacy and the implications of this for the primary classroom are studied. Topics include: theoretical perspectives on language culture and diversity; 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.

Prescribed texts: A subject readings book will be available for purchase.

485-407 Learning Area: Mathematics 4 (Adv)

Credit points: 12.5

Coordinator: Gloria Stillman

Prerequisites: 485-204 Learning Area: Mathematics 2 (Adv) *(p.4)* or a minimum grade of H2A in 485-202 Learning Area: Mathematics 2 *(p.4)*.

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

Description: This subject deals with primary school mathematics programs and current issues in mathematics education. The focus is on Year 4-6. 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, interdisciplinary curriculum 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 upper primary mathematics classrooms.

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

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

Coordinator: Rod Fawns and Christine Redman

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

Coordinator: Gloria Stillman

Prerequisites: B.Ed: 485-202 Learning Area: Mathematics 2 *(p.4)* or 485-204 Learning Area: Mathematics 2 (Adv) *(p.4)*.

Study Abroad: Equivalent to 485-233 Learning Area (TP) Mathematics 2.

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

Description: This subject deals with primary school mathematics programs and current issues in mathematics education. The focus is on Years 4-6. 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, interdisciplinary curriculum 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 upper primary mathematics classrooms.

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

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

Coordinator: Rod Fawns and Christine Redman

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 may be offered in 2007)

483-436 Learning Area: Arts 4 OPT

Credit points: 12.5

Coordinator: Marnee Watkins

Prerequisites: 483-362 Learning Area: Arts 3 OPT *(p.6)*.

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.

485-345 Learning Area: IT Leadership in Schools

Note: This subject should be taken in the final year of the BEd (Prim.)

Credit points: 12.5

Coordinator: Dianne Chambers

Prerequisites: 485-200 ICT and Children's Learning *(p.4)*.

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 IT and Children's Learning. It will equip students to take on leadership roles with IT in primary schools. Topics covered will be selected from integrating computers into classroom activities; planning for IT use for schools and classrooms; management of IT resources (including budgeting); professional development for teachers; and IT strategic planning for schools.

Assessment: Assignments totalling 4000 words.

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

Credit points: 12.5

Coordinator: John Quay

Prerequisites: 485-356 Learning Area:Health & Physical Ed.3 OPT *(p.6)*.

Contact: 12 x 2 hour workshops plus 3 days camp *(Year long)*.

Description: This subject has been designed to involve you in a range of larger projects that immerse you in three major practical aspects of teaching and learning in health and physical education. The three main projects that structure the subject are: (1) planning and conducting a mini-olympics event for a local primary school; (2) planning and conducting a school camp for a local primary school; and (3) analyzing, both theoretically and practically, a way of teaching physical education that incorporates five widely accepted but

usually separate models of teaching physical education into the one cohesive program.

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: Students must purchase the prescribed subject reader.