

Bachelor of Teaching (BTeach)

2007 is the final year for intake into this course.

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 primary teaching or, in the case of combined course students, 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;

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.

Students enrolled in the combined courses leading to 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.

Learning area (secondary) prerequisites

Students who enter the combined degree programs must be eligible for two separate learning area studies. Students in combined degree courses should obtain course advice from the Melbourne Education Student Centre to ensure they satisfy learning area studies requirements within their undergraduate degree as indicated below.

(Note: Prerequisites may change in response to Victorian Department of Education 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, including practical drama.

English

Sub-major in English (literature or literary studies), *or*

Sub-major in writing or linguistics *together with* a part in English (literature or literary studies).

Students whose initial degree is from a University in which the language of instruction and assessment is other than English must have an IELTS score of 8.0 (no band lower than 7.0) to enrol in this subject.

Geography

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.

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.

Humanities

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.

Humanities Additional

As for humanities, 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.): Humanities, Learning Area (Sec.): Geography and Learning Area (Sec.): History.

Information technology*

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

*Availability depends on viable class sizes

Language and Literacy

Sub-major in English (literature or literary studies) *or* sub-major in writing or linguistics together with a part in English (literature or literary studies).

Students whose initial degree is from a University in which the language of instruction and assessment is other than English must have an IELTS score of 8.0 (no band lower than 7.0) to enrol in this subject.

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, Latin, 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 media studies. (Some practical experience in filmmaking, video production, audio production, image making, photography, web page design, and/or print 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).

Teaching English to speakers of other languages (TESOL)

Sub-major linguistics, *or* a second language (i.e. not the student's first language).

Students whose initial degree is from a University in which the language of instruction and assessment is other than English must have an IELTS score of 8.0 (no band lower than 7.0) to enrol in this subject.

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.

Combined degrees

The Bachelor of Teaching degree can be taken together with other degrees as a combined degree. There are four 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 (BMus/BTeach)* (p.1)

Bachelor of Science/Bachelor of Teaching

For details about this combined course for intending secondary school teachers, see *Bachelor of Science/Bachelor of Teaching (BSc/BTeach)*.

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 Melbourne Education Student Centre.

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 including the internship subject 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

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.5) 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).

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 on the Professional Practice Practicum Schedule.

Semester dates

In 2007, students in Years 1 and 2 of the Bachelor of Teaching (Primary) begin classes in the week beginning 19 February.

Students in Year 2 of the Bachelor of Teaching (Secondary) begin a School Experience Placement block in the week beginning 5 February.

Details of semester dates and school experience placements are available from the Melbourne Education Student Centre - Professional Practice.

Course outline

The compulsory program of studies for primary teaching in all areas other than the LOTE specialisation is listed below.

Primary teaching course outline

Year-long	Points
460-102 School Experience & Practice Teaching 1T (p.3)	12.5
483-146 Learning Area (TP) Arts (p.3)	12.5
485-136 Learning Area (TP) Mathematics 1 (p.3)	12.5
Semester 1	
476-100 Learning & Teaching (p.2)	12.5
483-155 Language in Education (Primary)	6.25
485-113 Computers and the Classroom (p.3)	6.25
Semester 2	
476-101 Curriculum & Assessment (p.2)	12.5
482-101 Education Policy, Schools & Society (p.2)	12.5
483-145 Learning Area Primary English 1 (p.3)	12.5
Total	100.0
Second year	Points
Semester 1	
460-203 School Experience & Practice Teaching 2T (p.4)	12.5
482-251 Learning Area (TP) SOSE (p.5)	6.25
483-245 Learning Area Primary English 2 (p.5)	6.25
485-233 Learning Area (TP) Mathematics 2 (p.5)	6.25
485-234 Learning Area (TP) Science & Technology (p.5)	12.5
485-235 Learning Area (TP) Health & Physical Ed (p.5)	6.25
Semester 2	
460-204 Internship (p.4)	25.0
476-203 Teaching: Professional Perspectives (p.5)	12.5
Plus either	
460-424 Research Project (p.7)	12.5
OR	
460-427 Honours Project (p.7)	12.5
Total	100.0

Secondary teaching course outline for combined course students

Year-long	Points
460-102 School Experience & Practice Teaching 1T (p.3)	12.5
First learning area study (secondary)	12.5
Second learning area study (secondary)	12.5
Semester 1	
476-100 Learning & Teaching (p.2)	12.5
483-122 Language in Education (Secondary) (p.3)	6.25
485-113 Computers and the Classroom (p.3)	6.25
(may be taken in Semester 2)	
Approved elective subject	12.5
Semester 2	
476-101 Curriculum & Assessment (p.2)	12.5
482-101 Education Policy, Schools & Society (p.2)	12.5
Total	100.0
Second year	Points
Semester 1	
460-203 School Experience & Practice Teaching 2T (p.4)	12.5
Plus three approved elective subjects	37.5
Semester 2	
460-204 Internship (p.4)	25
476-203 Teaching: Professional Perspectives (p.5)	12.5
Plus either	
460-424 Research Project (p.7)	12.5
OR	
460-427 Honours Project (p.7)	12.5
Total	100.0

Subject descriptions - first year

Compulsory subjects

460-102 School Experience & Practice Teaching 1T

Credit points: 12.5

Coordinator: Christine Ure

Contact: A total of 25 days in schools designated by the faculty. Students will be required to attend two 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 satisfactory supervised school experience.

476-100 Learning & Teaching

See full subject details on page 2.

476-101 Curriculum & Assessment

See full subject details on page 2.

482-101 Education Policy, Schools & Society

See full subject details on page 2.

483-122 Language in Education (Secondary)

See full subject details on page 3.

485-113 Computers and the Classroom

See full subject details on page 3.

Learning area studies (primary)

483-145 Learning Area Primary English 1

Credit points: 12.5

Coordinator: Paul Molyneux

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

483-146 Learning Area (TP) Arts

Credit points: 12.5

Coordinator: Robert Brown

Corequisites: 476-100 Learning & Teaching (p.2) 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 VELS and the application of the sub-strands: creating and making, and exploring and responding 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: VCAA, *Victorian Essential Learning Standards*, 2006.

485-136 Learning Area (TP) Mathematics 1

Credit points: 12.5

Coordinator: Lynda Ball

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 deals with mathematical content in Number, Working Mathematically, Measurement, Chance and Data of the Victorian primary mathematics 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: 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: G. Booker et al, *Teaching Primary Mathematics. 3rd ed.*, 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.

Learning area studies (secondary) for combined course students

485-138 Learning Area (Sec) Biology

See full subject details on page 3.

476-105 Learning Area (Sec) Business Studies

See full subject details on page 3.

485-139 Learning Area (Sec) Chemistry

See full subject details on page 3.

483-125 Learning Area (Sec) Drama

See full subject details on page 3.

483-126 Learning Area (Sec) English

See full subject details on page 3.

482-105 Learning Area (Sec) Geography

See full subject details on page 4.

485-141 Learning Area (Sec) Health Education

See full subject details on page 4.

482-104 Learning Area (Sec) History

See full subject details on page 4.

482-102 Learning Area (Sec) Humanities

See full subject details on page 4.

482-103 Learning Area (Sec) Humanities-Add'l

See full subject details on page 4.

485-114 Learning Area (Sec) Info Technology

See full subject details on page 4.

483-121 Learning Area (Sec) Language & Literacy

See full subject details on page 4.

483-127 Learning Area (Sec) LOTE A Mod.Languages

See full subject details on page 5.

483-128 Learning Area (Sec) LOTE B Mod.Languages

See full subject details on page 5.

485-117 Learning Area (Sec) Mathematics - Add'l

See full subject details on page 5.

483-147 Learning Area (Sec) Media Studies

See full subject details on page 5.

483-129 Learning Area (Sec) Music A

See full subject details on page 5.

483-130 Learning Area (Sec) Music B

See full subject details on page 5.

485-142 Learning Area (Sec) Physical Education

See full subject details on page 5.

485-140 Learning Area (Sec) Physics

See full subject details on page 6.

476-106 Learning Area (Sec) Psychology

See full subject details on page 6.

485-131 Learning Area (Sec) Science

See full subject details on page 6.

468-140 Learning Area (Sec) Technology

See full subject details on page 6.

483-131 Learning Area (Sec) TESOL

See full subject details on page 6.

483-132 Learning Area (Sec) Visual Arts A

See full subject details on page 6.

483-144 Learning Area (Sec) Visual Arts B

See full subject details on page 6.

Subject descriptions - second year

School experience subjects

460-203 School Experience & Practice Teaching 2T

Credit points: 12.5

Coordinator: Christine Ure

Prerequisites: 460-102 School Experience & Practice Teaching 1T (p.3)

Corequisites: 37.5 points of year 2 learning area studies (primary) if enrolled in the 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 satisfactory supervised school experience.

Prescribed texts: Burden PR and Boyd DM, *Methods for effective teaching: promoting K-12 student understanding*, Pearson/Allyn & Bacon, Boston 2007. • Levin J and Nolan JF, *Principles of classroom management: a professional decision-making model*, Pearson/Allyn & Bacon, Boston 2007. • Kauchak DP and Eggen PD, *Learning and teaching: research-based methods*, Pearson MacMillan N.Y. 2007.

460-204 Internship

Note: LOTE specialists concurrently enrolled in 483-244 Learning Area: LOTE (Primary) (p.5) 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

Coordinator: Christine Ure

Prerequisites: 460-203 School Experience & Practice Teaching 2T (p.4) 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: Based on teaching and professional activity during the internship and additional assessment tasks totalling not more than 2000 words, or equivalent.

476-203 Teaching: Professional Perspectives**Credit points:** 12.5**Coordinator:** Mary Dixon**Corequisites:** 460-204 Internship (*p.4*).**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 7.

460-427 Honours Project

See full subject details on page 7.

Learning area studies (primary)**482-251 Learning Area (TP) SOSE****Credit points:** 6.25**Coordinator:** Clinton Golding**Prerequisites:** 476-100 Learning & Teaching (*p.2*), 460-102 School Experience & Practice Teaching 1T (*p.3*).**Contact:** One hour lecture plus 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.

This subject is co-taught with 483-889 Methodology and Curriculum Design: Modern Languages Education.

Credit points: 12.5**Coordinator:** Renata Aliani**Prerequisites:** 460-203 School Experience & Practice Teaching 2T (*p.4*) and three years of approved university language study post-VCE (BTeach only).

Three years of approved university language study post-VCE (BEd Primary). 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: 460-204 Internship (*p.4*) (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**Coordinator:** Julie Hamston**Prerequisites:** 483-145 Learning Area Primary English 1 (*p.3*) 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:** A book or readings will be made available for purchase.**485-233 Learning Area (TP) Mathematics 2****Credit points:** 6.25**Coordinator:** Cath Pearn**Prerequisites:** 476-100 Teaching and Learning, 460-102 School Experience & Practice Teaching 1T (*p.3*) and 485-136 Learning Area (TP) Mathematics 1 (*p.3*) or approved equivalents.**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 working mathematically 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:** A subject reader is available.**485-234 Learning Area (TP) Science & Technology****Credit points:** 12.5**Coordinator:** Sherie McClam**Prerequisites:** For BTeach or Study Abroad: 476-100 Learning and Teaching, 460-102 School Experience and Practice Teaching 1T or approved equivalents.

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:** 36 hours contact plus 7 hours per week non-contact time commitment (*Semester 1*).**Description:** Students will have opportunities to construct deep and rich understandings of a select number of big ideas in science. Students will construct new understandings of what it means to learn and do science through collaborative and individual activities that require them to position themselves both as learners of science concepts and practices and as future teachers of primary science. These inquiry-based experiences will allow students to engage with important concepts and skills like human anatomy and physiology, genetic inheritance, properties of matter and designing and executing scientific investigations.**Assessment:** One written assignment of 1,500 words and one written final project of 2,500 words.**485-235 Learning Area (TP) Health & Physical Ed****Credit points:** 6.25**Prerequisites:** For BTeach: 476-100 Learning & Teaching (*p.2*), 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:** VCAA, *Victorian Essential Learning Standards*, 2006.

