

■ TD520 BECOMING A TEACHER

CREDIT POINTS 10

OFFERED Semester 2

This unit is designed to enable students to explore their understanding of what it is to be a learner and teacher. The unit provides an insight into educational settings, practices and policies and encourages students to develop an understanding of their own values and the professionalism required of a teacher. Students will participate in research projects and individual and group tasks.

■ TD622 THE ADOLESCENT IN THE SCHOOL

CREDIT POINTS 15

OFFERED Semesters 1 & 2

The unit is designed to enable students to explore their understanding of what it is to be a learner and teacher. The unit provides an insight into educational settings, practices and policies and encourages students to develop an understanding of their own values and the professionalism required of a teacher. Students will participate in research projects and individual and group tasks.

■ TD624 THE ADOLESCENT IN THE SCHOOL

CREDIT POINTS 15

OFFERED Semester 1 & 2 (Full year unit)

The unit is designed to enable students to develop insights into the tasks and problems experienced by adolescents and the impact of their experience on the ways in which they negotiate the school environment. A particular focus will be on those aspects of the teacher-student relationship which pertain to group management, attention to individuals and communication with parents.

■ TD660 PHYSICAL EDUCATION CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

This unit is designed to introduce students of Physical Education Curriculum to the process of curriculum decision-making and to teaching skills necessary to create positive learning environments in the school situation. Students will be involved in discussion of relevant issues such as: role of the teacher, sports education, recent innovations. Students will apply teaching skills in a variety of practical situations. Schools experience will enable students to apply much of what is covered.

■ TD661 PHYSICAL EDUCATION CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

PREREQUISITES A pass in two semesters of Physical Education discipline studies.

This unit is designed to introduce students of Physical Education Curriculum to the process of curriculum decision-making and to teaching skills necessary to create positive learning environments in the school situation. Students will be involved in discussion of relevant issues such as: role of the teacher, sports education, recent innovations. Students will apply teaching skills in a variety of practical situations. Schools experience will enable students to apply much of what is covered.

■ TD700 INFORMATION TECHNOLOGY CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

This unit will equip students intending to teach in secondary schools with an understanding of the place of information technology in curriculum defined by the CSF and VCE.

■ TD701 INFORMATION TECHNOLOGY CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

PREREQUISITES A pass in three information technology discipline units.

This unit will equip students intending to teach in secondary schools with an understanding of the place of information technology in curriculum defined by the CSF and VCE.

■ TD702 INFORMATION TECHNOLOGY CURRICULUM 2

CREDIT POINTS 10

OFFERED Semester 2

PREREQUISITE A pass in TD700 or TD701

This unit is designed to enable students who wish to teach information technology in secondary schools to develop appropriate pedagogies which will support successful learning outcomes at CSF and VCE levels.

■ TD710 ENGLISH CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

This unit develops an understanding of the development of language skills and literacy practices in secondary English education. The theoretical foundations of language and literacy acquisition will be explored in conjunction with current policy documents, CSF II and VCE English Study Design. Students will be encouraged to reflect and critique research and practice to enhance their understanding. English curriculum design issues will be addressed along with assessment and evaluation.

■ TD711 ENGLISH CURRICULUM 1

CREDIT POINTS 15

OFFERED Semester 1

PREREQUISITES A pass in 3 of the specified English units.

This unit develops an understanding of the use of language and its application to the post-primary school, concentrating upon teaching and learning strategies necessary to foster literacy skills - oracy, reading and writing. This unit will include observation and application of these strategies to improve language skills of post-primary pupils during schools' experience.

■ TD712 ENGLISH CURRICULUM 2

CREDIT POINTS 10

OFFERED Semester 2

PREREQUISITE A pass in TD710 or TD711.

This unit concentrates upon teaching and learning strategies to foster literacy skills and successful language practices. The various components of English teaching, reading, writing, listening and speaking will be explored, as will the range of texts available. Students will be required to explore resources available to English teachers and to design units of work that focus on planning for learning.

■ **TD721 TEACHERS, LEARNERS AND SCHOOLS**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (full year unit)

The work in this unit will be based on experiences which will enable students to pose problems, inquire, and reflect on their own ideas, their experiences and various theories of teaching and learning. Beside the lectures and tutorials students will be assigned to a school where they will be expected to spend some concurrent schools experience and some block schools experience during the semester.

■ **TD723 INTRODUCTION TO TEACHING AND LEARNING**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (full year unit)

This unit will focus on educators as inquirers into professional practice. Through processes of observation, planning, organising, monitoring and evaluating a range of teaching/learning approaches the students will investigate the complex nature of teaching and learning. Students will also examine, and critique, the value assumptions which impact on current school contexts, developing and expressing a view of themselves as researchers and reflective practitioners. Understanding the learning needs of all students and responding to these will be the key focus.

■ **TD730 STUDIES OF SOCIETY & ENVIRONMENT CURRICULUM 1**

CREDIT POINTS 15

OFFERED Semester 1

The unit explores the values, skills and content knowledge which are required to successfully teach SOSE at the secondary school level. Key curriculum issues and policies will be addressed. Related VCE studies will also be considered. Planning for learning in the SOSE area will be a key focus.

■ **TD731 STUDIES OF SOCIETY AND THE ENVIRONMENT CURRICULUM 1**

CREDIT POINTS 15

OFFERED Semester 1

PREREQUISITES A pass in three social science elective units.

This unit examines the nature of the Studies of Society and the Environment at secondary school levels and develops appropriate learning activities and methods of curriculum organisation for the implementation of SOSE in schools. Students will analyse various approaches to teaching about society and the environment which reflect the needs of school students and society. Learning tasks involve the process of content selection and organisation, development of teaching and learning strategies, evaluation procedures and resource management for effective social and environmental education. This unit is taken in close association with a practicum unit of actual classroom teaching in schools.

■ **TD732 STUDIES OF SOCIETY & ENVIRONMENT CURRICULUM 2**

CREDIT POINTS 10

OFFERED Semester 2

PREREQUISITE A pass in TD730

This unit builds on understanding and knowledge gained in TD730. The focus is on developing extensive, contemporary teaching resources in the SOSE and relevant VCE study areas. Students will critique existing SOSE curricula and resource materials and reflect on their use of different models. Curriculum decision-making and long-term and short-term planning issues will be addressed.

■ **TD740 VISUAL ARTS CURRICULUM 1**

CREDIT POINTS 30

OFFERED Semester 1

The unit aims to develop a critical and informed appreciation of the practice and theory of teaching and learning appropriate to the visual arts, using current teaching models and technologies. It further aims to engender awareness of the role of the visual arts in post primary education in social, cultural and educational contexts and examine the effects on the learning capabilities of students. Students will apply and refine the skills gained in both practical and theoretical contexts through close interaction with the schools' experience program.

■ **TD742 VISUAL ARTS CURRICULUM 2**

CREDIT POINTS 20

OFFERED Semester 2

PREREQUISITE A pass in TD740.

The unit focuses on how program design, resourcing, organisation, assessment and communication skills of the teacher can enhance learning outcomes for the student. The examination of contemporary and alternative approaches to programming that interface with new learning technologies is included. A key focus is the preparation of the visual arts student for the teaching profession by encouraging sound teaching practices and developing responsible approaches to personal development.

■ **TD743 VISUAL ARTS CURRICULUM 3**

CREDIT POINTS 15

OFFERED Semester 1

The unit aims to develop a critical and informed appreciation of the practice and theory of teaching and learning appropriate to the visual arts, using current teaching models and technologies. It further aims to engender awareness of the role of the visual arts in post primary education in social, cultural and educational contexts and examine the effects on the learning capabilities of students.

■ **TD744 VISUAL ARTS CURRICULUM 4**

CREDIT POINTS 10

OFFERED Semester 2

PREREQUISITE TD743

The unit focuses on how program design, resourcing, organisation, assessment and communication skills of the teacher can enhance learning outcomes for the student. The examination of contemporary and alternative approaches to programming that interface with new learning technologies is included. A key focus is the preparation of the visual arts student for the teaching profession by encouraging sound teaching practices and developing responsible approaches to personal development.

■ **TD762 PHYSICAL EDUCATION CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE A pass in TD660 or TD661.

This is an issues based unit and students will be involved in decision-making as it pertains to their future in the school system. Issues covered will include teaching styles, teaching effectiveness, evaluation and report writing and resource evaluation. Practical classes will be included.

■ **TD770 SCIENCE CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
This unit provides students with an understanding of the nature of science, the role of science in our community, and the changing role of science education in the community. These broad themes combine with introductory science teaching skills such as: questioning, explaining, practical work, motivation, constructivist teaching and learning, safety and lesson planning.

■ **TD771 SCIENCE CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
PREREQUISITES A pass in three of the specified science units.

This unit aims to give students an understanding of the nature of science and an increased interest in the role of science; an understanding of the changing role of education; introductory skills in the teaching of science at a secondary level eg questioning, explaining, discovery learning, practical work, motivation, constructivist learning, safety, lesson planning etc.

■ **TD772 SCIENCE CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE A pass in TD770 or TD771.

This unit provides students with further development towards competence in teaching science at a secondary level. Within the theme of making science relevant and interesting for all students it links science and language, aims for an understanding of curriculum issues and curriculum planning skills, and for a knowledge of assessment issues and strategies.

■ **TD773 SENIOR SCIENCE CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
This unit aims to introduce students to the philosophy and structure of the Victorian Certificate of Education and the requirements of teaching classes in Units 1, 2, 3, and 4 of the VCE. Students will relate their work to either physics, chemistry or biology, and this will be linked to schools experience.

■ **TD774 SENIOR SCIENCE CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE A pass in TD773.
Students will develop confidence and competence in teaching either physics, chemistry or biology at VCE level. They will develop skills in course and unit planning, assessment and reporting.

■ **TD780 HEALTH EDUCATION CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
This unit is structured to enable students to design, develop and evaluate health curricula and to develop teaching strategies and skills in health education. Students will understand the historical development of health education in schools and identify current curriculum resources in use. They will recognise that there is a range of teaching and learning strategies appropriate for health education in schools, and that there are assessment and evaluation techniques particularly relevant to health education.

■ **TD781 HEALTH CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITES A pass in three of the specified health units.

This unit is structured to enable students to design, develop and evaluate health curricula and to develop teaching strategies and skills in health education. Students will understand the historical development of health education in schools and identify current curriculum designs in use. They will recognise that there is a range of teaching and learning strategies appropriate for health education in schools, and that there are assessment and evaluation techniques particularly relevant to health education.

■ **TD782 HEALTH CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE TD781 or TD780
This unit includes methods of analysis and evaluation of teaching performance and understandings of planning for health education especially in CSF units, and VCE Study Designs. Students will critically analyse the CSF Health and Physical Education and VCE Health Education curriculum documentation, design and develop a teaching sequence using the CSF, and be able to critically review the assessment criteria for VCE common assessment tasks. An understanding of the importance of sequential health education planning in schools is anticipated.

■ **TD785 PSYCHOLOGY CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
This unit aims to enable students to begin their preparation to teach psychology at senior secondary levels. It includes a problem-solving approach requiring students to ponder how best to marry the key concepts in the Study Design to the specified learning outcomes in a way that is compatible with their experiences, those of their students and available resources. This unit is the prerequisite to TD786 Psychology Curriculum 2.

■ **TD786 PSYCHOLOGY CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE A pass in TD785.
This unit aims to enable students to continue their preparation to teach psychology at senior secondary levels. It includes a critical and reflective approach to the development of relevant knowledge and to building the ability to teach in this area. This unit extends and develops understandings and skills gained in TD785 Psychology Curriculum 1.

■ **TD790 MATHEMATICS CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1

This unit prepares students to teach mathematics in secondary schools, with the major emphasis being on Years 7 to 10. It includes the nature and aims of mathematics education, and will focus on recent developments in schools. A constructivist perspective on learning will be encouraged and issues of gender, culture, literacy and numeracy considered.

■ **TD791 MATHEMATICS CURRICULUM 1**

CREDIT POINTS 15
OFFERED Semester 1
PREREQUISITES A pass in at least three of the specified mathematics units.

This unit prepares students to teach mathematics in secondary schools, with the major emphasis being on Years 7 to 10. It includes the nature and aims of mathematics education, and will focus on recent developments in mathematics in schools. A constructivist perspective on learning will be encouraged and issues of gender and ethnicity considered.

■ **TD792 MATHEMATICS CURRICULUM 2**

CREDIT POINTS 10
OFFERED Semester 2
PREREQUISITE A pass in TD790 or TD791.

This unit will build on the outcomes of TD790 or TD791, Mathematics Curriculum 1 and will focus specifically on VCE Mathematics Units. Historical perspectives developed for mathematics education and findings from research into specific issues will be studied. Alternative procedures for assessment including those used for VCE will be considered and used. The use of problem solving and technology in mathematics will be discussed and practised.

■ **TD821 AUSTRALIAN EDUCATION: EXPERIENCING RESTRUCTURE**

CREDIT POINTS 15
OFFERED Semester 1

The unit is designed to give students a critical understanding of the contemporary social, political, technical and economic influences which are shaping education systems. Education, with particular reference to schooling, is presented as a negotiated process within emerging organisation structures, business models and new technologies. Current practices of education, drawn from both national and international settings, are presented as exemplars of this process.

■ **TD822 SCHOOL CURRICULUM: A DESIGN FOR LEARNING**

CREDIT POINTS 15
OFFERED Semesters 1 & 2 (full year unit)

This unit explores key aspects of the nature of school curriculum. Starting from the perspective of the individual teacher, issues relating to the classroom, the school, the education system and society at large are critically examined. Flexible, negotiated participation is a feature of this unit. Direct involvement with schools is encouraged. Where students have an interest in the role of curricula in workplaces/industries other than schools/the education industry, unit and processes will be negotiated accordingly.

■ **TD823 PROFESSIONAL READINESS, TEACHING AND LEARNING**

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITES Satisfactory completion of year three of the course

The unit enables students to better understand what is meant by becoming a "beginning teacher". This is achieved by reviewing current trends, philosophies of teaching and learning and government policies that impact on schools. Students will be expected to develop and articulate a personal philosophy of education so necessary in the environment of a rapidly changing scientific and technological society. Investigation of alternative modes of organising and structuring secondary education to facilitate more effective learning outcomes is undertaken.

■ **TD824 SCHOOL CURRICULUM : A DESIGN FOR LEARNING**

CREDIT POINTS 15
OFFERED Semester 1

This unit explores key aspects of the nature of school curriculum. Starting from the perspective of the individual teacher, issues relating to the classroom, the school, the education system and society at large are critically examined. Flexible, negotiated participation is a feature of this unit. Direct involvement with schools is encouraged. Where students have an interest in the role of curricula in workplaces/industries other than schools/the education industry, unit content and processes will be negotiated accordingly.

■ **TF400 TRANSFORMING TEACHING WITH LEARNING TECHNOLOGIES**

CREDIT POINTS 15
OFFERED Semesters 1 & 2 (block mode)
This unit is designed to enable teachers to reflect upon their teaching practices and develop new pedagogies aligned with the opportunities presented by learning technology.

■ **TF401 ORAL LANGUAGE IN EARLY LITERACY LEARNING**

CREDIT POINTS 15
OFFERED Semesters 1 & 2 (block mode)
This unit focuses on the role of our culture, lore, and oral traditions in shaping children's literacy developments. It explores oral literacy as a viable stand-alone literacy, and examines the role of 'story' and narrative in children's lives. Open ended questioning techniques will be explored, as well as other methods of encouraging thinking and talk in young children.

■ **TF402 ISSUES IN EARLY CHILDHOOD EDUCATION**

CREDIT POINTS 15
OFFERED Semesters 1 & 2 (block mode)
The content of this unit may be developed in collaboration with the interests and concerns of the participants. Some areas of possible exploration are child growth and development; relating with parents and other adults in school and community; play as education and the literacy 'debate'.

■ **TF403 TEACHING AND LEARNING IN THE EARLY YEARS: ACTION RESEARCH**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

This unit is based on the implementation of an action research process. Participants will thus be involved in the cyclic process of planning, acting, observing and reflecting in relation to a selected area of interest, to be explored in a classroom setting.

■ **TF404 ASSESSMENT IN VOCATIONAL EDUCATION AND TRAINING**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

The unit aims to provide participants with a working knowledge of the principles and practices of competency based assessment as it is implemented in Vocational Education and Training (VET), in the Technical and Further Education (TAFE) sector and in dual recognition programs in senior secondary education.

■ **TF405 EXPLORING OPTIONS FOR THE MIDDLE YEARS**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

The unit explores research and practice that has been undertaken in response to concerns about the forms of schooling available to young adolescents, and their reactions of alienation or engagement. The experience of schools that have developed innovative approaches to the education of young adolescents will be considered, and participants will be encouraged to devise alternative ways of organising curriculum for the middle years.

■ **TF406 KOORIE EDUCATION**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

This unit aims to build on and enhance practising teachers' understanding of historical and contemporary trends of participation, outcomes and policies in schooling and training for Koorie people in Victoria. It will examine contemporary educational practices which are consistent with self-determination and the pursuit of social justice in and through education: curriculum, pedagogy, language; the importance of community and the connections with educational participation; multiple practices - mainstream schooling, KODE (Koorie Open Door Education), independent Indigenous schooling, two-way education. A key focus will be teachers' own practices.

■ **TF408 THE DEVELOPMENT PLAN AND THE CHARTER**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

The aim of the unit is to develop in participants high order strategic planning skills and to link strategic planning and charter development processes with quality teaching and learning outcomes. This will be achieved by exploring with participants a selection of strategic planning models suitable for use in schools. The development of Vision Statements, Mission Statements and School Charters will be dealt with in the context of the phases of strategic planning. The identification of institutional values and school cultures will also be dealt with in the planning context.

■ **TF409 TAKING LEADERSHIP IN PROFESSIONAL DEVELOPMENT**

CREDIT POINTS 15

OFFERED Semesters 1 & 2 (block mode)

The unit aims to inform experienced teachers about a range of professional development and staff development models available to them and their institutions, with a view to enabling them to make wise choices as individuals and school staffs.

■ **TH801 RESEARCH METHODOLOGIES**

CREDIT POINTS 15

OFFERED Semester 1

COREQUISITE TH802

This unit is designed to assist students in their preparation for undertaking research in the Honours stream. The content will enable a developing familiarity with a range of methodologies, their philosophical underpinnings and ethical implications. Different ways of designing research, seeking and evaluating relevant literature, gathering and analysing data, and communicating research findings will be explored.

■ **TH802 HONOURS THESIS**

CREDIT POINTS 30

OFFERED Semester 1

COREQUISITE TH801

Students in the Honours stream will design, carry out and document a research project. With a supervisor, they will make applications for ethical approval; negotiate access to sites and participants; gather, analyse and make meaning from data; search out, analyse and critique relevant literature; and write the thesis using appropriate academic conventions.

■ **TH825 PERSPECTIVES ON CURRICULUM (THESIS)**

CREDIT POINTS 15

OFFERED Semester 2

COREQUISITES TH801 and TH802

This unit will address the questions 'What is teaching?' and 'What is learning?' and will examine a framework provided by various philosophical and psychological perspectives. The philosophical perspectives will be considered in relation to the umbrella perspective of social constructivism. The psychological perspectives will range from the behaviourist and cognitive psychologists through to those interested in situated practice. Students will prepare a chapter for their thesis related to curriculum perspectives on their research topic.

■ **TH803 RESEARCH SEMINAR**

CREDIT POINTS 15

OFFERED Semester 2

PREREQUISITES TH801 and TH802

EXCLUSIONS Non-Honours students

This unit is designed to support the students through the final stages of their Honours research. The content will be developed from the research projects carried out by the students. Themes that will pervade discussions include making meaning data; presenting data; processes of interpretation; reflexivity and researcher responsibility.

■ **TJ501 TECHNOLOGY AND COMMUNITIES OF KNOWLEDGE**

CREDIT POINTS 15

OFFERED Semester 1

This unit aims to make emerging technologies an integral and routine part of the professional work of teachers. It will demonstrate how emerging technologies can reform and restructure learning.

■ TJ511 LANGUAGE AND LITERACIES

CREDIT POINTS 15

OFFERED Semester 1

This unit aims to introduce understandings about how language and literacy is developed. It will incorporate a focus on the students themselves as learners of new language and literacy practices, and understandings of schools as educational contexts and sites for learning language and literacy. It will introduce a functional model of language acquisition, and consider ways in which people use language to mean within situational and cultural contexts. The role of oral language is central.

■ TJ521 SUCCESSFUL LEARNERS

CREDIT POINTS 15

OFFERED Semester 1

This unit begins from the perspective of the students' own experiences and expectations of teaching and learning. Students will interrogate their personal assumptions in relation to learning in different contexts, public theories of learning, and the requirements of the academic community. Through these processes students are expected to experiment with ways to enhance their learning skills.

■ TJ522 COMMUNITIES OF LEARNERS

CREDIT POINTS 15

OFFERED Semester 2

PREREQUISITE TJ521

This unit is designed to enable students to continue to develop their understanding of learning and, in particular, to consider how it is shaped by the different learning communities to which an individual belongs. Students will conduct ethnographic inquiry into a 'community of learners'. The school will be considered as formalised community of learners with a particular discourse and framework policy.

■ TJ561 HEALTH AND PHYSICAL EDUCATION CURRICULUM

CREDIT POINTS 15

OFFERED Semester 2

This unit is designed to enable students to describe and critique the role of health related physical activity in regional and rural communities.

■ TJ591 LEARNING AND TEACHING MATHEMATICS 1

CREDIT POINTS 15

OFFERED Semester 2

This unit focuses on the topics of Number and Numeracy, Measurement and Estimation, and Space, Shape and Location. Reference will be made to the topics Time, and Chance and Data as required. The connecting and continuing themes throughout the course will be: Mathematics in Language, Language in mathematics; Mathematical Modelling, Reasoning and Strategies, the use of technology in mathematics education and, use of the curriculum & Standards Framework II (2000) as a guidelines for the development of lesson, unit and curriculum plans for P-10 mathematics.

The unit is designed to enable students to develop their understandings of the concepts, language and processes of mathematics in the primary and middle school mathematics curriculum and, as well, begin to develop their identities as teachers of mathematics.

■ TJ612 APPROACHES TO TEACHING ENGLISH

CREDIT POINTS 15

OFFERED Semester 2

PREREQUISITE TJ511

COREQUISITE TX611

This unit builds on students' understandings from the first year unit. Current literacy approaches are examined according to perspectives related to language and literacy within and across transitions of learning, and broader theories of language and literacy learning.

■ TJ623 INCLUSIVE LEARNING ENVIRONMENTS

CREDIT POINTS 15

OFFERED Semester 2

This unit introduces the student to concepts and philosophies underpinning the inclusion in learning environments of students with diverse backgrounds and needs. It looks at pedagogies for different groups and students and focuses on meeting the learning needs of individual students.

■ TJ624 CREATING LEARNING ENVIRONMENTS

CREDIT POINTS 15

OFFERED Semester 2

COREQUISITE TX611

In conjunction with the con-current teaching practicum, this unit is designed to develop students' knowledge of the contemporary classroom; to continue to enhance their understandings of learners; to encourage students to develop their abilities to identify individual differences; use a range of approaches to plan, implement and assess learning appropriate to the content, the desired learning outcomes, and the needs of the learners; and to implement appropriate classroom management approaches to foster positive learning environments. Through these experiences students will reflect upon, and critique, the value assumptions within different learning theories and approaches to teaching and learning so that they are able to express a view of themselves as a reflective professional practitioner, who is able to think critically and constructively in and on action, and apply knowledge, expertise and personal and public theories to professional practice.

■ TJ641 APPROACHES TO TEACHING IN THE ARTS

CREDIT POINTS 15

OFFERED Semester 1

This unit covers two of the strands described in The Arts Curriculum and Standards Framework II – Visual Arts and Music. It looks at philosophical bases and models of education in the arts, treats the students / teachers as art makers and performers and involves the students in program planning in these two areas.

■ TJ671 INTRODUCTION TO SCIENCE EDUCATION

CREDIT POINTS 15

OFFERED Semester 1

Through an activity-based approach, this unit will develop an understanding of the nature of science, some key scientific concepts, and the relationship of science with society. Discussion and analysis of the teaching and learning activities will enable students to personally evaluate different approaches to teaching science and to develop an understanding of the roles of teachers and learners in the classroom. The development of an enthusiasm for science and science teaching is a major aim of this unit.

■ TJ 721 VIRTUAL MENTORING

CREDIT POINTS 15
OFFERED Semester 1

This unit is designed to enable students to consider the broad impacts of a curriculum located in a virtual setting on learners, teachers, schools, parents and systems. The unit will develop skill-based understandings related to using contemporary applications of groupware technologies within a non-situated learning environment.

■ TJ722 ADOLESCENT HEALTH AND WELL BEING

CREDIT POINTS 15
OFFERED Semester 1

This unit is designed to enable students to develop an insight into the complexity of adolescence in the early twenty first century. This focus will be on contemporary theory, research, policy and practice pertaining to adolescent health and welfare. Students will have the opportunity to develop their skills for understanding and working with adolescents through research and practical activities.

■ TJ723 RURAL LEARNERS I

CREDIT POINTS 15
OFFERED Semester 1
PREREQUISITE Any two 600 units
COREQUISITE TX712

Rural Learners I will provide participants with a working understanding of some of the contexts in which Australian rural learners operate, and of the outcomes from their learning enterprises. Students will work in and with Victorian rural schools and their communities to document demographic data applying to the particular rural learning environments, and make assessments of the learning needs of specified groups of learners. Drawing on local, national and international good practices and ideas, including those of the learners, participants will collaboratively develop a learning plan to meet learners' needs. Participants will actively discuss and assess their aptitude for, interest in, and capacity to provide enterprising contributions and leadership in a rural community.

■ TJ 724 LEARNING IN ENGLISH AS A SECOND LANGUAGE

CREDIT POINTS 15
OFFERED Semester 1 or 2
PREREQUISITES TJ511 and TJ612

This unit examines the diverse and varied approaches to learning for those who are developed and learning in English as a Second Language.

■ TJ 725 STUDENTS WITH SPECIAL NEEDS

CREDIT POINTS 15
OFFERED Semester 1 or 2

This unit introduces the student to professional attitudes, understandings and skills in relation to students with special needs. It focuses on assessing and catering for students' individual needs, especially those with different types of disabilities, or those with emotional and behavioural problems. It will look at the various models for teaching students with special needs, the history and development of the various teaching approaches developed, and current debates and philosophies. It looks at a functional model for understanding and responding to students with emotional and behavioural problems. An emphasis will be placed on the classroom teacher having major responsibility for the needs of such students.

■ TJ726 ENGAGEMENT IN THE MIDDLE YEARS

CREDIT POINTS 15
OFFERED Semester 1

This unit examines contemporary questions that frame research and policy development with regards to the schooling of young adolescence. Students will consider a range of ways of organising learning environments and alternative curricular structures that have been developed in response to these questions, and will refine interactive and attentive ways of engaging these students in their learning.

■ TJ727 INTERNATIONAL PERSPECTIVES IN EDUCATION

CREDIT POINTS 15
OFFERED Semester 1 or 2

This unit explores the philosophies, values, pedagogies, and assumptions about education and teaching in different countries, in different parts of the world (Asian, African, European). Policies and practices, as they relate to the historical and cultural contexts, will be critically analysed.

■ TJ731 STUDIES OF SOCIETY AND ENVIRONMENT

CREDIT POINTS 15
OFFERED Semester 2
COREQUISITE TX713

This unit provides an analysis of various approaches to facilitating SOSE learning and its evaluation, teaching strategies and emphases that have characterised SOSE education in the primary and secondary schools.

■ TJ 783 RURAL LEARNERS II

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITE TJ723
COREQUISITE TX713

Rural Learners II provides students with experience developing, implementing and evaluating a learning program for a particular group of rural learners. Participants' work will build on the contextual understandings, assessments of learners' needs, and provisional learning plans they have developed in *Rural Learners I*. Groups of students will draw on local, national and international resources, good practices and ideas, and work collaboratively in and with Victorian rural schools and their communities to implement and evaluate the learning program.

■ TJ792 LEARNING AND TEACHING MATHEMATICS II

CREDIT POINTS 15
OFFERED Semester 1
PREREQUISITE TJ591
COREQUISITE TX712

Current approaches to the learning and teaching of mathematics in diverse educational environments. Issues related to the contemporary teaching and learning of mathematics. Teaching and learning strategies associated with the Early years to the Middle years of Schooling. Planning, programming, assessment and reporting and their interconnections. The use and integration of information and communication Technologies in mathematics education. Studies related to number, numeracy and algebra, chance and data, modelling with functions for example, which will be approached as a P-10 progression. Analysis of the Curriculum and Standards Framework II as a guide for organising the scope, sequence and connectedness of a lesson, unit and curriculum plans for P-10 mathematics.

■ TJ825 PERSPECTIVES ON CURRICULUM AND EDUCATION

CREDIT POINTS 15
OFFERED Semester 1

This unit will address the question 'What is teaching?' and 'What is learning?' and will examine a framework provided by various philosophical and psychological perspectives. The philosophical perspectives will be considered in relation to the umbrella perspective of social constructivism. The psychological perspectives will range from the behaviourist and cognitive psychologists through to those interested in situated practice.

■ TJ827 TEAM ENTERPRISE PROJECT

CREDIT POINTS 30
OFFERED Semester 1

This unit develops students' capabilities to use further their innovation and enterprise skills in implementing learner-centred enterprise development projects, and enhance their skills in working in multi-disciplinary teams.

■ TJ828 PROFESSIONAL POLICY, PRACTICE AND RESPONSIBILITY

CREDIT POINTS 15
OFFERED Semester 2

This unit is one of the compulsory fourth year units designed to provide students with the opportunity to continue to develop skills and insights in taking on the role of a professional 'teacher' in the contexts of the classroom, school and the wider learning community. Content considers matters ranging from job application procedures across the teaching spectrum to the consideration of professional development and appraisal and the legal status of teachers' responsibilities.

■ TJ851 INTEGRATED CURRICULUM STUDIES

CREDIT POINTS 15
OFFERED Semester 1

This unit is designed to develop an understanding of the conceptual frameworks that underpin contemporary notions of integrated curriculum. Students will be enabled to develop an integrated curriculum approach to Mathematics and Science embedding approaches derived from English and Technology.

■ TJ852 CHANGING LITERACY EDUCATION

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITES TJ511 and TJ612

This unit is aimed at those who intend language and literacy to be a particular area of expertise in their teaching. It incorporates understandings of the approaches that educators have used in the teaching of English, understandings of current language and literacy approaches and considerations of the way in which individuals, schools and educational systems might identify and respond to changing needs in language and literacy education.

■ TJ853 INFORMATION AND COMMUNICATION TECHNOLOGIES

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITE TJ501

This unit is designed to enable students to understand the importance of technology as a preparation for life-long learning and employment. The unit will provide students with diverse interpretations of the nature of technology and its contribution to community development.

■ TJ854 THE STUDENT AS ART MAKER

CREDIT POINTS 15
OFFERED Semester 2
PREREQUISITE TJ641

The unit is designed to enable students to explore and analyse approaches to alternative designs and technologies in art theories and practices. Students are required to produce a portfolio of work and to participate in a group exhibition.

■ TK422 CRITICAL ENQUIRY IN EDUCATION

CREDIT POINTS 30
OFFERED Semester 1 or 2
PREREQUISITES TK423 and TK424

The scope of the content in this unit is designed so that participants will continue to develop the themes underpinning the 'Approaches to Flexible Learning and Teaching' and 'Designing Assessment for Learning' Units and will focus particularly on the following sequence of overarching themes:

- Engaging in collaborative enquiry to enhance current practice
- Adopting a critical perspective with respect to educational literature and the broader educational context
- Designing and evaluating learning experiences
- Developing a personal commitment to the teacher as researcher
- Valuing and participating in personal and professional networks as a way of developing and fostering the scholarship of teaching

■ TK423 APPROACHES TO FLEXIBLE LEARNING AND TEACHING

CREDIT POINTS 15
OFFERED Semester 1 or 2

The scope and sequence of the content in this unit is designed so that participants focus on the following sequence of overarching themes:

- The role of the teacher in contemporary learning communities
- Enabling learner-centred learning
- Designing and evaluating flexible/on-line learning experiences
- Engaging in collaborative enquiry and reflective practice
- Adopting a critical perspective with respect to educational literature and the broader educational context

■ TK424 DESIGNING ASSESSMENT FOR LEARNING

CREDIT POINTS 15
OFFERED Semester 1 or 2

The scope of the content in this unit is designed so that participants focus on the following sequence of themes:

- The links between assessment practice and learning outcomes
- Enabling learner-centred learning
- Designing and evaluating effective assessment and learning experiences
- Engaging in collaborative enquiry so as to enhance practice
- Adopting a critical perspective with respect to educational literature and the broader educational context

■ **TM901 EDUCATION RESEARCH SEMINARS**

CREDIT POINTS 30
OFFERED Semester 1 or 2
PREREQUISITES At least two units of MED (Coursework).

This unit will provide a critical introduction to the major concerns, methodologies and expressions of contemporary research in education, taking as its conceptual frame the notion of 'paradigm'. It will involve survey of relevant literature and explanatory discussion of participants' emerging research interests.

■ **TM902 PHILOSOPHICAL ISSUES IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2 (by contract)

This unit provides students with the opportunity to develop knowledge, awareness and skills in prescribed areas of philosophy in education. Students will critically examine a number of selected contemporary and historically relevant writings on education.

■ **TM903 ORGANISATIONAL THEORY & EDUCATIONAL ADMINISTRATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit deals with some of the fundamental aspects of educational administration and management and addresses basic concepts and acknowledged theoretical approaches in a critical way. Specific areas dealt with include organisational culture, planning, change, decision-making and conflict.

■ **TM904 EDUCATIONAL LEADERSHIP**

CREDIT POINTS 30
OFFERED Semester 1 or 2
PREREQUISITE TM903

This unit studies the phenomenon of leadership in organisations, with particular reference to education institutions. Contemporary interpretations and forms of leadership are of particular interest. An analysis of emerging new structures and new professional relationships in education institutions provides the context for the critical approach which is adopted.

■ **TM905 CRITICAL APPRAISALS OF INFORMATION TECHNOLOGY**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit provides a critical analysis of the incorporation of information technology into education. The unit treats the technology as problematic and examines its impact on school systems, students, teachers and curriculum.

■ **TM906 INFORMATION TECHNOLOGY AND TRANSFORMATIONS OF SCHOOLING**

CREDIT POINTS 30
OFFERED Semester 1 or 2

Utilises appropriate software to examine the claims made for information technology as an effective resource for providing instruction.

■ **TM907 INTERPRETING EDUCATION POLICY**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit seeks to review the field of education policy and approaches to policy analysis and interpretation by examining contemporary trends in educational policy.

■ **TM908 QUESTIONS OF EQUALITY IN AUSTRALIAN SCHOOLING**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit provides an overview of the social construction of schooling systems in Australia and associated ideas of equality: from meritocracy, to equality of opportunity, to equality of outcomes. Current reshaping of the discourse of equality in education in terms of economic rationalism will be explored together with the theoretical treatment of inequality: reproduction and resistance theories, cultural hegemony theories and theories of critical pedagogy.

■ **TM909 CONTEMPORARY CURRICULUM ISSUES**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit will explore the educational and practical ramifications of selected curriculum issues, setting them within a critical consideration of contemporary conditions of societal change and uncertainty. Students will be encouraged to research, analyse and evaluate their curriculum practices in the light of the selected issues and to articulate their own theories of curriculum.

■ **TM910 CURRICULUM, SOCIAL FORMATION AND CULTURE**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit explores the relationship between curriculum construction and its contextual settings. Particular attention will be given to considering curriculum change in terms of broader transitions in social structure. Participants will be encouraged to examine critically the foundations and directions of their own curriculum work.

■ **TM911 ISSUES IN LANGUAGE EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit focuses on current issues in language and literacy education. Because of the variety of backgrounds and expertise of students, the course is largely negotiated but covers the areas of reading and writing theory, social critical perspectives on literacy, and the politics and sociology of literacy.

■ **TM912 MINOR THESIS**

CREDIT POINTS 60
OFFERED Semesters 1 & 2 (individual consultation)
PREREQUISITE TM901 or TM932

It is expected that the minor thesis will be the culmination of the MEd by Coursework, and will allow the candidate to draw on themes or issues arising from the coursework to design and carry out a research project. The thesis will be written under the supervision of a member of the School of Education.

■ **TM913 EXPERIENCING CHANGE IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit provides a critical theoretical framework to enable students to explore pedagogical and sociocultural issues relating to schooling as it has traditionally been constructed. From this perspective students will be encouraged to explore their definitions of teaching and learning and to implement, monitor and evaluate changes in their own teaching.

■ **TM914 SCHOOLS & TEACHERS - HISTORICAL PERSPECTIVES**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit is designed to provide students with an understanding of the social and educational role of schools and their teachers in Victoria between 1848 and 1920. The curriculum and teacher assessment are important aspects of the unit, and the development of State secondary education this century is also explored in some detail. The effects of social, political and economic forces upon education will be emphasised.

■ **TM915 NEGOTIATED STUDIES IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2 (by contract)

This is a self-directed learning unit designed to allow individual students to explore topics of particular interest to them. The unit will be undertaken by contract in an area of educational studies negotiated between the student and the supervising lecturer. The contract should include method and assessment procedure for the study to be undertaken.

■ **TM918 MARKETING EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit is designed to provide students with a critical understanding of the marketing process within educational settings. It draws upon New Right views of economics and business models of marketing to critically analyse the emergence of markets in education as government schools are encouraged to adopt marketing principles, and argues that in social markets, new models of marketing need to evolve.

■ **TM919 PROFESSIONAL DEVELOPMENT AND APPRAISAL MODELS IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

The aim of this unit is to develop in experienced teachers and other educators a critical and comparative understanding of the acknowledged Australian and international professional development, appraisal, and competency models for teachers and educators, giving particular attention to those currently emerging both in Victoria and nationally. At completion, students will demonstrate a critical knowledge of the different perspectives outlined in the literature, and will be able to identify the approaches currently being used in government and non-government schools and other institutions. They will demonstrate an awareness of the different values resident in each model as well as other differences of emphasis.

■ **TM921 ASSESSMENT FOR LEARNING**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit is designed to enable participants to explore a range of models of assessment and to examine the ways in which assessment can promote and support learning. An overview of the various meanings and uses of assessment as they have developed in the 20th century will provide a framework within which participants will be encouraged to consider their own assessment theory and practice.

■ **TM923 ISSUES OF GIFTEDNESS IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit is designed to introduce students to a range of critical and comparative approaches to giftedness in education and to provide frameworks for dealing with the education of students designated as gifted. As well as the educational implications, political and ethical issues related to the construction of giftedness will be examined.

■ **TM924 AUSTRALIAN EDUCATION IN THE 20TH CENTURY**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit is designed to provide students with a detailed understanding of how policy and administrative changes as well as social and economic influences have affected the careers of Victorian school teachers during the first seventy-five years of the 20th Century. Information from published books and journals as well as primary sources will be drawn on in a study of the lives of individual teachers.

■ **TM925 GLOBAL CLASSROOMS**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit develops a case for a globally connected learning environment. Themes to be examined are: the structure and organisation of new information technologies available through the Internet; the use of technology to support new models and sites of learning; developing a curriculum using the global network; promoting workplace technologies for learners through hypertext systems; and examining the emerging challenges to concepts of knowledge and control.

■ **TM926 COMPARATIVE STUDIES OF COMPUTERS IN EDUCATION**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit has the objectives of providing students with critical understandings of the developments in the educational application of broadband technologies within an international context, and helping them to incorporate these understandings into educational settings to enhance the experiences of learners.

■ **TM927 LEARNING AND TEACHING WITH INFORMATION TECHNOLOGIES**

CREDIT POINTS 30
OFFERED Semester 1 or 2

An analysis of the developments which have occurred with information technologies over the past two decades and locating the underlying assumptions which have been embedded in the ways these technologies have been incorporated into learning environments; clarifying the use of information technologies as part of the learning infrastructure by identifying the characteristics of the teaching and learning process in emergent settings, and creating and evaluating appropriate modules of units of work using application software and hardware.

■ **TM928 THE CHANGING NATURE OF TEACHERS' WORK**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit will examine the changing culture of educational workplaces, and consider the challenges posed by such change to individual and group effectiveness. In this context, a critical analysis of concepts and strategies of personal effectiveness will be undertaken, and an action plan developed on the basis of a broad range of change management strategies.

■ **TM929 READINGS IN EDUCATION**

CREDIT POINTS 15
OFFERED Semester 1 or 2 (by contract)

This unit will consist of a reading program developed by the student under the guidance of a lecturer in the School of Education

■ **TM930 EXTENSION OF MINOR THESIS**

CREDIT POINTS 60
OFFERED Semester 1 or 2
PREREQUISITES Substantial progress in Minor Thesis (TM912 or TM916 & TM917)

This unit will consist of an extension of some or all of the following components of the Minor Thesis: a review of relevant literature; analysis of data, and discussion of findings.

■ **TM931 MULTIMEDIA TEXTS FOR ENHANCED LEARNING**

CREDIT POINTS 30
OFFERED Semester 1 or 2

This unit will investigate how multimedia can deliver curriculum to learners through open settings utilising interactive technologies which enable the embedding of still images, video, audio and data derived from word processors and database programs in a content shaped to meet specified outcomes.

■ **TM932 RESEARCHING ISSUES IN EDUCATION**

CREDIT POINTS 60
OFFERED Semesters 1 & 2 (full year unit)

This unit will involve students in identifying a range of significant contemporary educational issues and selecting a focus for a small group research project. Content of the unit will therefore comprise: ways of 'framing' issues theoretically; introduction to techniques of critical analysis relevant to selected issues; exploration of research paradigms and related epistemologies; research methodologies (eg qualitative, quantitative, ethnography, action research); research techniques (ways of gathering and analysing data), and consideration of ethical issues in doing research.

■ **TM933 YOUNG ADOLESCENTS AND THEIR SCHOOLING**

CREDIT POINTS 30
OFFERED Semesters 1 & 2

The unit explores aspects of policy, research and practice that have developed in response to concerns about the forms of schooling available to young adolescents and their reactions of alienation or engagement. Participants will design, conduct and write up a research project which investigates some aspect of the middle years of schooling.

■ **TM934 WRITING: APPROACHES AND ISSUES WITHIN CLASSROOM CONTEXTS**

CREDIT POINTS 30
OFFERED Semesters 1 & 2

This unit will focus on a range of current approaches to writing development so as to examine their development, links to theory and research, and application in the classroom. Similarities and differences will be explored from the perspective of effective classroom practice, diversity of learner needs and the wider socio-cultural contexts for language and literacy use.

■ **TT511 INTRODUCTION TO LEARNING AND TEACHING**

CREDIT POINTS 15
OFFERED Semester 1 or 2

This unit will focus on educators as inquirers into professional practice. Through processes of observation, planning, organizing, monitoring and evaluating a range of teaching/learning approaches the students will investigate the complex nature of teaching and learning. Students will also examine, and critique, the value assumptions, which impact on current school contexts, developing and expressing a view of themselves as researchers and reflective practitioners. Understanding the learning needs of all students and responding to these will be the key focus.

■ **TT512 YOUNG PEOPLE AND LEARNING ENVIRONMENTS**

CREDIT POINTS 15
OFFERED Semester 1 or 2

The unit is designed to enable students to develop insights into the tasks and problems experienced by adolescents and the impact of their experience on the ways in which they negotiate the school environment. A particular focus will be on those aspects of the teacher-student relationship, which pertain to group management, attention to individuals and communication with parents.

■ **TT513 DESIGNING FOR LEARNING**

CREDIT POINTS 15
OFFERED Semester 1 or 2

This unit explores key aspects of the nature of the school curriculum. Starting from the perspective of the individual teacher, issues relating to the classroom, the school, the education system and society at large are critically examined. Flexible, negotiated participation is a feature of the unit. Direct involvement with schools is encouraged. Where students have an interest in the role of curricula in workplaces/industries other than schools/the education industry, unit processes will be negotiated accordingly.

■ **TT514 ASSESSMENT AND THE PROMOTION OF LEARNING**

CREDIT POINTS 15
OFFERED Semester 1 or 2

This unit will involve students in reflecting on the ways in which assessment impacts on learning and incorporates beliefs about learning. Different forms of assessment will be analysed, and students will design and critique a variety of assessment tasks. For some students, three units from Certificate IV Assessment and Workplace Training may be available.

■ **TT515 TOOLS FOR LEARNING IN MATHEMATICS, SCIENCE AND TECHNOLOGY**

CREDIT POINTS 15

OFFERED Semester 1

This unit is designed to provide core skills in Information and Communications Technologies, Science, Mathematics and Statistics for prospective VET, Science and Technology teachers. Content includes: units and measurement, electrical circuitry, and spectroscopy, communications technologies, use of spreadsheets, presentation technologies, graphical calculators, number sense, symbol sense, graph sense, formulae, functions, simple mathematical modelling, descriptive statistics, tabular and graphical presentation of data, questionnaire design.

■ **TT611 MATHEMATICS CURRICULUM**

CREDIT POINTS 15

OFFERED Semester 1 or 2

This unit prepares students to teach in secondary schools with the major emphasis being on Years 7 to 12. It includes the nature and aims of mathematics education and will focus on recent developments in schools. A constructivist perspective on learning will be encouraged and issues of gender, culture, literacy and numeracy considered.

■ **TT612 SCIENCE CURRICULUM**

CREDIT POINTS 15

OFFERED Semester 1 or 2

This unit will enable students to develop competence in teaching science at secondary level. Within the theme of making science relevant and interesting for all students it links science and language, aims for an understanding of curriculum issues and curriculum planning skills, and for a knowledge of assessment issues and strategies.

■ **TT613 TECHNOLOGY CURRICULUM**

CREDIT POINTS 15

OFFERED Semester 1 or 2

This unit is designed to enable students to develop the skills and knowledge required for effective technology teaching. They will consider technology as a field of human knowledge and endeavour, and design learning and assessment experiences for students according to current curriculum policy guidelines.

■ **TV401 ISSUES IN VOCATIONAL EDUCATION AND WORKPLACE LEARNING**

CREDIT POINTS 30

OFFERED Semester 1 or 2

This unit is designed to enable participants to analyse and critically review the historical emergence of vocational education and training, its defining features and its relationship with other educational sectors. The unit will explore the curriculum implications arising from this analysis and review, examine the theories of work and labour, the impact of technological change and changing work patterns and review recent government policy relating to the provision of vocational education and training.

■ **TV402 VOCATIONAL AND WORKPLACE TEACHING AND LEARNING**

CREDIT POINTS 30

OFFERED Semester 1 or 2

This unit enables participants to develop a critical perspective on adult teaching and learning practices informed by major educational theories. The unit will explore and review contemporary practices of adult and workplace learning, with particular reference to the role of language and literacy in vocational education and training. Included in this unit is a minor 10 day Action Learning Project investigating these theories and practices in a contemporary workplace setting.

■ **TV403 CURRICULUM DESIGN FOR VOCATIONAL AND WORKPLACE LEARNING**

CREDIT POINTS 30

OFFERED Semester 1 & 2

This unit enables participants to analyse the dominant constructions for work-related learning – including competency based curriculum, action learning and flexible learning. It will allow participants to design and develop flexible curriculum, including approaches to teaching and assessment, which recognise prior learning and skill development. Included in this unit is a major 35 day Action Learning Project enabling students to implement and evaluate curriculum and learning in an appropriate workplace setting.

■ **TV404 GENDER AGENDA**

CREDIT POINTS 15

OFFERED Semester 1 or 2

An analysis of the historical and contemporary barriers which inhibit the participation of women in areas of trade and technological employment, education and training programs. Included in this unit is a critical review of a range of gender inclusive teaching, learning and evaluation strategies and techniques. The unit will enable students to design, develop and implement gender inclusive curriculum within a vocational and/or workplace setting.

■ **TV405 SKILLS AUDITS AND NEEDS ANALYSIS**

CREDIT POINTS 15

OFFERED Semester 1 or 2

The unit enables participants to develop the knowledge, skills and theory required to conduct a Training Needs Analysis. Participants will critically review a range of group process and information – gathering techniques, devise analytical strategies that address equal opportunity and access principles, research the training needs of a workplace and develop a training plan that includes recommendations for further training and/or other possible non training solutions.

■ **TV406 NEGOTIATED STUDY**

CREDIT POINTS 15

OFFERED Semester 1 or 2

This is a self directed learning unit designed to allow individual students to explore topics of particular interest to them. The unit will be undertaken in a area of vocational education and training studies negotiated between the student and the supervising lecturer. The contract between the student and the supervising lecturer should include method, content and assessment procedure for the study to be undertaken.

■ TX611 PRACTICUM: PRIMARY CLASSROOM

CREDIT POINTS 15
 OFFERED Semester 2
 PREREQUISITE TJ522
 COREQUISITE TJ624
 DURATION 5 concurrent days plus 10 days
 block supervised practicum

Practical teaching experience is an integral component of the BEd teacher education program in a primary school setting. This practicum involves basic planning for teaching, the creation of a learning environment and interaction with students to achieve learning objectives. During this concurrent and block teaching practice, teacher education students begin to develop, apply and reflect upon the application of their practical and theoretical knowledge of teaching and learning.

■ TX620 PROFESSIONAL PRACTICE 1

CREDIT POINTS 60
 OFFERED Semesters 1 or 2
 PREREQUISITE Nil
 DURATION One semester

This unit has two key components. The first is the Professional Practice Seminars, which have a focus on 'Preparing to Teach'. School visits will provide the opportunity to observe and inquire into professional practice. The second part of the unit is the supervised teaching experience where students will spend 60 days in schools developing their understanding and practicing the skills necessary to allow them to assume the full role of the teacher in a secondary school.

■ TX712 PRACTICUM: DIVERSE CONTEXT I

CREDIT POINTS 15
 OFFERED Semester 1
 PREREQUISITE TX611
 COREQUISITE TJ792
 DURATION 15 days supervised block

During this period of block teaching practice, teacher education students further develop, apply and reflect upon the application of their practical and theoretical knowledge of teaching and learning across most Key Learning Areas. With a selection of appropriate teaching approaches and resources, teacher education students draw on their understanding of how to present content and facilitate learning processes to motivate and engage learners to achieve valid educational outcomes in a primary, secondary or other approved learning setting.

■ TX713 PRACTICUM – DIVERSE CONTEXT II

CREDIT POINTS 15
 OFFERED Semester 2
 PREREQUISITE TX712
 COREQUISITE TJ731
 DURATION 15 days supervised practicum in
 a school or approved educational
 setting

During this period of block teaching practice, teacher education students further develop, apply and reflect upon the application of their practical and theoretical knowledge of teaching and learning across most Key Learning Areas. With a selection of appropriate teaching approaches and resources, teacher education students draw on the understanding of how to present content and facilitate learning processes to motivate and engage learners to achieve valid educational outcomes in a primary, secondary or other approved learning setting.

■ TX802 SCHOOLS EXPERIENCE PRACTICUM

CREDIT POINTS 15
 OFFERED Semester 2
 PREREQUISITES A pass result in the curriculum
 units in the two teaching
 methods.

Twenty days of schools experience in a four-week block placement to allow students to develop and practise the skills necessary to allow them to assume the full teaching role of the teacher in a secondary school.

■ TX814 EXTENDED PRACTICUM

CREDIT POINTS 30
 OFFERED Semester 2
 PREREQUISITE TX713
 DURATION Final 35 days of 80 days
 supervised practicum

During the final teaching experience teacher education students will be expected to achieve outcomes appropriate to teaching as outlined in the *SCTP Guidelines for Evaluation of Teacher Education Courses 1999*.

■ TX831 TEACHING EXPERIENCE AND PROF. PRACTICE SEMINAR 1

CREDIT POINTS 10
 OFFERED Semester 1
 DURATION 22 days

This unit has two key components. The first is the Professional Practice Seminars, which have a focus on "Preparing to Teach". School visits will provide the opportunity to observe and inquire into professional practice. The second part of the unit is the supervised teaching experience where students will spend 22 days in schools developing their understanding and practicing the skills necessary to allow them to assume the full role of the teacher in a secondary school.

■ TX832 TEACHING EXPERIENCE AND PROF. PRACTICE SEMINAR 2

CREDIT POINTS 15
 OFFERED Semester 2
 DURATION 25 days

This unit develops sequentially from TX831. The Professional Practice seminar series will have as its focus "Professional Responsibility and Readiness". Students will have the opportunity to develop insights into the teaching profession from a range of sources. The place of technology in professional practice will be explored. The second part of the unit is the 25 day supervised teaching experience where students will further develop the skills and attitudes appropriate for successful and principled practice within the teaching profession.