School of Education

School of Education

The School of Education offers pre-service education programs for primary and secondary teaching, and tertiary education, as well as a range of post-initial courses in specialised areas such as Educational Leadership, Computers in Education and Curriculum and Policy Studies.

Head of School

Lawrence Angus	BA DipT *Adel.,* Grad Dip Ed Admin *RMIT,* PhD *Deakin*	*Prof*

Academic Staff

Philip Candy	BCom, BA *Melb.,* DipEd *Adel.,* MEd *Manc.,* DipContEd *UNE,* EdD *Br.Col.*	*Prof*
Colin Lankshear	BA *Canterbury,* MA *Canterbury,* PhD *Canterbury,* M.Ed (TESOL) *QUT*	*Prof (Research)*
Helen Hayes	BA *Qld.,* DipEd *UNE,* MEd, PhD *Tor.,* MACE	*Assoc Prof*
W Clem Barnett	BA, DipEd *Monash*, BA *Flin.*, DipSocEd *Sturt*, MEd *Melb.*	*Sr Lect*
Wendy Crebbin	TSTC *SCV*, BA *BUC*, DipPhysEd *Melb.*, GDipEdAdmin, MEdAdmin *Deakin*, PhD *Ballarat,* MACE	*Sr Lect*
Barry Golding	BSc (Hons) *Melb,* DipEd *Melb,* MEnvSci *Monash,* BA *Deakin,* GradDipEdAdmin *Hawthorn,* PhD *Ballarat*	*Sr Lect*
Patricia Smith	TPTC *Toorak Teacher's College* Dip Ed (Primary) *Victoria College,* BEd *Victoria College,* Grad Dip Ed Admin *Hawthorn,* MEd *RMIT,* PhD *RMIT*	*Sr Lect*
Robyn Brandenburg	DipT *Aquinas Coll Ballarat,* Bed *ICE Ballarat*, MEd *Deakin*	*Lect*
Maryann Brown	BA *Monash*, GDE *Ballarat CAE*, GD SpecEd *Melbourne*, MEd *Ballarat*	*Lect*
Christina Davidson	DipT *Riverina College of Advanced Education,* BEd *S.Aust.*, MA (TESOL) *UTS*	*Lect*
Zheng Lin	BA *Fujian Teachers University,* MA *Reading UK,* M.Phil *Reading UK,* PhD *Ballarat*	*Lect*
Amanda McGraw	BA (Hons) *Deakin,* Dip Ed *La Trobe,* MA *Deakin*	*Lect*
Lynne Noone	BA *Monash*, TITC *ToorakTC*	*Lect*
James O'Meara	BEd (Post Primary Phys Ed) *Ballarat,* MAEd *Open University UK*	*Lect*
Rupert Russell	B Comp *Ballarat,* BTeach *Ballarat*	*Lect*
Janette Ryan	BA (Hons) *Melb.,* B Ed (Postgraduate) *Deakin*	*Lect*
A Ross Whitefield	BA, DipEd, BEd *Monash*, MEd *LaTrobe*	*Lect*
Margaret Zeegers	BA *LaTrobe,* Dip Ed *LaTrobe,* MEd *Deakin,* Cert TESL *Massey (NZ),* PhD *Deakin*	*Lect*
S Caroline Taylor	BA *ACU,* BA (Hons) *Ballarat,* Grad Cert Ed (Tertiary Ed) *Ballarat,* Grad Dip Ed (Tertiary Ed) *Ballarat,* PhD *Ballarat*	*Research Fellow*

Administrative Staff

Jackie Tuck	BA(Econ & Ag.Econ) (Joint Hons) *Nott.,* PGCE (Maths) *Nott.*	*School Admin Officer*
Jan Litchfield		*Schools Experience Officer*
Lauren Farrell	BA/Bus *Ballarat*	*Admin Assistant*
Judy Mitchell		*Admin Officer*
Kaye Walta		*Admin Officer*

Research, Higher Degree and Ethics Coordinator

W Clem Barnett	BA, DipEd *Monash*, BA *Flin.*, DipSocEd *Sturt*, MEd *Melb.*	*Sr Lect*

School of Education Courses

Bachelor of Education

COURSE COORDINATOR
Dr Pat Smith

ADMISSION REQUIREMENTS
Year 12 Applicants must have completed VCE or equivalent. Prerequisite VCE studies are: a study score of 25 or above in Units 3 and 4 of English and a pass in Units 1 and 2 of any mathematics subject. Non VCE applicants or applicants who have completed VCE prior to 2001 may be accepted using alternative criteria.

All Year 12/VCE applicants must apply through VTAC. Non-Year 12 applicants applying through VTAC are encouraged to complete Form SI. Alternatively Non-Year 12 applicants can apply direct to the University through the Tertiary Access Scheme. Refer to the Admissions, Policy and Procedures section in this Handbook.

CREDIT POINTS
480

DURATION
4 years full-time or part-time equivalent

MODE
Semester (day)

COURSE STRUCTURE (*P-6* and **P-10**)
Year 1

unit code	Semester 1	credit points
TJ501	Technology & Communities of Learners	15
TJ511	Language and Literacy	15
TJ521	Successful Learners Field Experience	15
	Discipline 1	15
	Semester 2	
TJ561	Health & PE Curriculum	15
TJ591	Learning and Teaching Mathematics I	15
TJ522	Communities of Learners Field Experience	15
	Discipline 2	15

Year 2

unit code	Semester 1	credit points
TJ671	Intro to Science Education	15
TJ641	*Approaches to Teaching in the Arts*	*15*
	Discipline 3	**15**
TJ623	Inclusive Learning Environments	15
	Discipline 3	*15*
	Discipline 4	**15**
	Semester 2	
TX611	Practicum: Primary Classroom	15
TJ612	Approaches to Teaching English	15
TJ624	Creating Learning Environments	15
	Discipline 4	*15*
	Discipline 5	**15**

Year 3

unit code	Semester 1	credit points
TX712	Practicum: Diverse Context I	15
TJ792	Learning & Teaching Maths II	15
	Education Elective1	*15*
	Education Elective 1	**15**
	Discipline 5	*15*
	Discipline 6	**15**
	Semester 2	
TX713	Practicum: Diverse Context II	15
TJ731	Study of Society & Environment Curriculum	15
	Education Elective 2	*15*
	Discipline 7	**15**
	Discipline 6	*15*
	Discipline 8	**15**

Year 4

unit code	Semester 1	credit points
TJ851	*Integrated Curriculum Studies*	*15*
TJ641	**Approaches to Teaching in the Arts**	**15**
TJ825	Perspectives on Curriculum & Education	15
TJ827	Team Enterprise Project	30
	Semester 2	
	Curriculum Elective	*15*
TJ851	**Integrated Curriculum Studies**	**15**
TJ828	Professional Policy, Practice and Responsibility	15
TX814	Extended Practicum	30

COURSE OVERVIEW
The four year Bachelor of Education course is aimed at preparing students as professionals for the new and broader roles expected of them in schools now and into the future. It will provide a qualification to teach in primary schools (P-6) or primary and middle years of schooling (P-10).

The course includes a sequence of education studies, a sequence of curriculum studies directly related to classroom practice; practicum linked to curriculum and education studies and discipline studies other than education.

COURSE OBJECTIVES
The course aims to produce graduates who:
- Understand the learning needs of individuals and groups of students and provide enriching, stimulating and motivating learning environments to cater for diverse needs;
- Understand and appreciate the broader contexts of education and other professional environments, are aware of the complex issues associated with communities, schools, families and individuals;
- Have a well developed understanding of the curriculum requirements of schools, are innovative and enterprising in creating learning environments; and
- Have an understanding of themselves as life-long learners within the teaching profession.

Curriculum Studies

The following are curriculum studies core units: Language and Literacies; Approaches to Teaching English; Learning and Teaching Mathematics I & II; Technology and Communities of Knowledge; Health and Physical Education Curriculum; Approaches to Teaching in the Arts; Introduction to Science Education; Study of Society and Environment Curriculum; Perspectives on Curriculum and Education; Integrated Curriculum Studies.

Curriculum Elective (P-6)

May be selected from: Changing Literacy Education; Information and Communication Technologies; and The Student as Art Maker. *(Curriculum electives subject to availability)*

Education Studies

This strand consists of the following Education Units: The Successful Learner; Communities of Learners; Inclusive Learning Environments; Creating Learning Environments; Team Enterprise Project; and Professional Policy, Practice and Responsibility.

Education Electives *(subject to availability)*

Are selected from: Virtual Mentoring; Adolescent Health and Wellbeing*; Students with Special Needs; Engagement in the Middle Years*; Learning in English as a Second Language; Rural Learners I & II; and International Perspectives in Education. Those marked * are prescribed for P-10. Additional electives may be developed as required.

Discipline Sequence

This consists of a 6-unit sequence (P-6) or 2 x 4 unit sequence (P-10). Sequences may be selected from the following:
For P-6 & P-10 students
Literature, Mathematics, Science, Computers, History and Social & Political studies.
For P-6 students only
Japanese, Film & Media, Psychology and Health and Physical Education.
For P-10 students only
Health
Note for P-10 students the two discipline sequences undertaken will determine each student's secondary teaching areas.
(Units subject to approvals and availability)

Professional Experience

The professional experience takes place across each year of the course, beginning in year one. The minimum professional experience requirement is 80 days, although extensive opportunities for students to have additional placement experiences are provided throughout the course.

Bachelor of Education - Honours

Students will have the option, subject to meeting the entry criteria, of completing an alternative fourth year Honours program.

PROFESSIONAL RECOGNITION

Completion of the Bachelor of Education will provide a qualification to teach in primary schools (P-6) or primary & middle years of schooling (P-10) in Australian states and in overseas countries where a four-year teaching qualification is mandatory.

Bachelor of Arts/ Bachelor of Teaching

***No intake beyond 2000.* In 2001 the Bachelor of Arts/Bachelor of Teaching course was replaced by the Bachelor of Education course.**
(For course structure refer to 2002 handbook).

Bachelor of Education/Bachelor of Technology

COURSE COORDINATOR
Dr Barry Golding

ADMISSION REQUIREMENTS
School leavers with VCE do the 4.5 year *Full Course*, and must have a:
* grade average of at least 25 in Units 3 & 4 of VCE English
* pass in Units 1 & 2 in any VCE Mathematics.

Non year 12 applicants will be required to
* attend an interview and
* may be required to undertake a mathematics or English assessment test. *(Applicants will be notified of arrangements).*

Trade qualified entrants eligible for the *Advanced Course,* must have:
* an Apprenticeship or Trade Certificate plus at least 8 years of relevant work experience, or
* a relevant two year, post - Year 11 or Year 12 Certificate plus at least 6-8 years of relevant work experience, or
* another tertiary, vocational or occupational background similar to the above.

CREDIT POINTS
540

DURATION
The *Full Course* is a four and a half years, full time, joint degree.
Trade qualified entrants (see Admission Requirements) with at least 6-8 years of relevant work experience are eligible on admission to apply for one and a half years credit. Such *Advanced Course* entrants with credit can complete the course in three years, full time.

MODE
Semester (day)

COURSE OVERVIEW
The Bachelor of Education/Bachelor of Technology is a joint degree designed to provide entry into both schools and industry. It provides a qualification to teach in secondary schools (7-12), upper primary or science and technology industries.
The course combines the traditional disciplines of mathematics, science, technology and vocational education and training (VET), with the need for learners to be innovative and entrepreneurial. It places great emphasis upon industry experience and innovative teaching practices.

COURSE OBJECTIVES
This course aims to:
* provide students with qualifications to teach any two combinations of mathematics, science, technology and vocational education and training programs
* develop unique multi-level partnerships between the University, schools and innovative technological and manufacturing industries
* establish for teachers contemporary education, training and experiences in dynamic and innovative industries
* allow for multi-point entry.

COURSE STRUCTURE
Full Course
Year 1

unit code	Semester 1	credit points
TT511	Intro to Learning & Teaching	15
TT512	Young People & Learning .Environment	15
TT515	Tools for Learning in Mathematics, Science & Tech	15
	Major Unit 1a	15
	Semester 2	
TT513	Designing for Learning	15
TT514	Assessment and the Promotion of Learning	15
BS530	Technology in Society Seminar	15
	Major Unit 1b	15

Year 2

unit code	Semester 1	credit points
TT61X	Curriculum Unit 1	15
BS636	Innovation & New Venture Creation	15
	Minor Unit 2a	15
	Major Unit 1c	15
	Semester 2	
TT61X	Curriculum Unit 2	15
BS637	Innovation & Tech Change	15
	Minor Unit 2b	15
	Major Unit 1d	15

Year 3

unit code	Semester 1	credit points
TX620	Professional Practice I	60
	Semester 2	
BS730	Technology Commercialisation	15
	Elective	15
	Minor Unit 2c	15
	Major Unit 1e	15

Year 4

unit code	Semester 1	credit points
BS731	Multidisciplinary Team Project: Technology Dev. In Practice (In conjunction with Cadetship)	15
	Semester 2	
TT815	Collaborative Research & Evaluation	15
TT816	Global Perspectives	15
	Minor Unit 2d	15
	Major Unit 1f	15

Year 5

unit code	Semester 1	credit points
TX820	Professional Practice II & Team Enterprise Project	60

Advanced Course
Year 1

Unit code	Semester 1	credit points
TT511	Intro to Learning & Teaching	15
TT512	Young People & Learning Environments	15
TT515	Tools for Learning Mathematics, Science & Tech	15
	Minor Unit 1	15
	Semester 2	
TT513	Designing for Learning	15
TT514	Assessment and the Promotion of Learning	15
BS530	Technology in Society Seminar	15
	Minor Unit 2	15

Year 2

unit code	Semester 1	credit points
TT61X	Curriculum Unit 1	15
BS636	Innovation & New Venture Creation	15
BS637	Innovation & Tech Change	15
	Minor Unit 3	15
	Semester 2	
TX620	Professional Practice I	60

Year 3

unit code	Semester 1	credit points
TT815	Collaborative Research & Evaluation	15
BS730	Technology Commercialisation	15
TT61x	Curriculum Unit 2	15
	Minor Unit 4	15
	Semester 2	
TX820	Professional Practice II & Team Enterprise Project	60

PROFESSIONAL RECOGNITION
Completion of the course will allow employment as teachers in mainly secondary school settings in mathematics, science, technology and vocational educational training.

Bachelor of Teaching

COURSE COORDINATOR
Dr Pat Smith

ADMISSION REQUIREMENTS
Applicants must have completed an appropriate degree, which should be of at least 3 years duration and have been completed within the last eight years.

CREDIT POINTS
360

DURATION
The course requires two years of fulltime study.

MODE
Semester (day)

COURSE OVERVIEW
The Bachelor of Teaching is a qualification that provides entry into the primary teaching profession for people who have already completed a 3 year undergraduate degree.
It includes studies in all areas of the primary school curriculum; studies directly related to classroom practice; professional studies; and 80 days of supervised practicum in primary classrooms.

COURSE OBJECTIVES

The course aims to produce graduates who have:

- A sound understanding of learners and their development and of contexts for learning and development eg. home, school, community;
- An understanding of primary curricula which will enable them to create environments and organise programs to assist learners to grow and develop intellectually, physically, emotionally and socially;
- Skills, attitudes and knowledge about the practice of primary school teaching;
- Skills in information technology, information literacy and critical thinking;
- A knowledge of a range of educational issues and their social, political and economic context; and
- An understanding of themselves as life-long learners within the profession of teaching.

COURSE STRUCTURE

Year 1

Credit awarded based on completion of 1st degree (120 credit points)

Year 2

unit code	Semester 1	credit points
TJ501	Tech & Comm. Of Knowledge	15
TJ511	Lang & Lit	15
TJ521	Successful Learners (Inc. 10 days concurrent Schools Exp.) (Practicum 10 days)	15
TJ641	Approaches to Teaching in the Arts	15
	Practicum	
	Semester 2	
TJ522	Communities of Learners	15
TJ591	Learning & Teach Maths I	15
TJ612	Approaches to Teaching English	15
TJ624	Creating Learning Environments	15
	Practicum	

Year 3

unit code	Semester 1	credit points
TJ671	Intro to Science Education	15
TJ792	Learning & Teach Maths II	15
TJ623	Inclusive Learn. Environments	15
TJ825	Perspectives on Curriculum & Education	15
	Practicum	
	Semester 2	
TJ561	Health & PE Curriculum	15
TJ731	SOSE Curriculum	15
TJ828	Prof. Policy Practice & Responsibility	15
TX804	Practicum	15

PROFESSIONAL RECOGNITION

Completion of the Bachelor of Teaching will enable graduates to teach in primary schools in all Australian States and Territories as well as in overseas countries where a four-year or five-year qualification is mandatory.

Graduate Certificate of Education (Professional Development)

COURSE COORDINATOR
Assoc. Prof. Helen Hayes

ADMISSION REQUIREMENTS
The Victorian Professional Development Network anticipates that applicants would meet the following entry requirements: (a) be currently practising members of the teaching profession, or have access to schools and classrooms; and (b) have recognised four-year teaching qualifications. However, teachers who are three year trained may apply for recognition of prior learning. Admission to this course may also be open to applicants who have a degree or diploma or equivalent professional experience and who are qualified educators or have relevant experience in the field.

CREDIT POINTS
60

DURATION
The GCE (PD) may be completed in a minimum of one semester and a maximum of five years.

MODE
Weekend; Vacation (or as negotiated with schools).

COURSE OVERVIEW
The course is offered in conjunction with the *Framework* developed by the Victorian Professional Development Network in 1998. The Graduate Certificate constitutes the first half of a fifth year of study in Education, and as such can be articulated with other Graduate Certificates and Diplomas in Education, as well as with the Master of Education (Coursework).

COURSE OBJECTIVES
Its objectives are to provide units of study that meet the contemporary and expressed needs of teachers, schools and school systems, and to promote the development by participants of approaches to their work that are critical, reflective, research-based and collaborative.

COURSE STRUCTURE
Award of the Certificate requires the completion of four 15-credit-point units selected from the following list.

unit code		credit points
TF400	Transforming teaching with learning technologies	15
TF401	Oral language in early literacy learning	15
TF402	Issues in early childhood education	15
TF403	Teaching and learning in the early years	15
TF404	Assessment in vocational educational and training	15
TF405	Exploring options for the middle years	15
TF406	Koorie education	15
TF408	The development plan and the charter	15
TF409	Taking leadership in professional development	15

Other units will be added from time to time in response to teachers' needs.

Graduate Certificate of Education (Tertiary Education)

COURSE COORDINATOR
Ms Kate Brass

ADMISSION REQUIREMENTS
Persons admitted to the course will have an undergraduate degree or equivalent experience and will be teaching full or part time at a tertiary education institution. Tenured contract and sessional staff will have equal opportunity to enrol in the course. Applicants meeting the above requirements will be eligible to enrol in the course or in the individual units as outlined under 'Course Structure' below.

CREDIT POINTS
60

DURATION
1 year part-time. *(The course is equivalent to 6 months full time, but is not offered on a full time basis.)*

MODE
May include day, evening and block sessions. Learning will be facilitated by web mediated information and communication and on line learning experiences.

COURSE OVERVIEW
The Graduate Certificate of Education (Tertiary Education) [GCE (TE)] has been developed to provide participants with relevant, sustained and engaging professional development opportunities. The course has been specifically designed to meet the needs of University staff and external participants, who have differing levels of experience and qualifications, teach in differing contexts and who are at differing stages in their careers.

COURSE OBJECTIVES
This course is designed to enable participants to further develop their understandings of their own teaching practice and the context in which it takes place and to change and develop that practice.

COURSE STRUCTURE
The course consists of three units: *Approaches to Flexible Learning and Teaching, Designing Assessment for Learning* and *Critical Enquiry in Education*. The first two units may be taken as single unit enrolments. Both of these units are prerequisites for the 30 credit point unit *Critical Enquiry in Education.*

The course can be completed in either one or two years as specified below

Option 1 - Year 1

unit code	Semester 1	credit points
TK423	Approaches to Flexible Learning and Teaching	15
TK424	Designing Assessment for Learning	15
	Semester 2	
TK422	Critical Enquiry in Education	30

Option 2 - Year 1

unit code	Semester 1	credit points
TK423	Approaches to Flexible Learning and Teaching	15

Option 2 - Year 2

unit code	Semester 1	credit points
TK424	Designing Assessment for Learning	15
	Semester 2	
TK422	Critical Enquiry in Education	30

Option 3 - Year 1

unit code	Semester 1	credit points
TK424	Designing Assessment for Learning	15

Option 3 - Year 2

unit code	Semester 1	credit points
TK423	Approaches to Flexible Learning and Teaching	15
	Semester 2	
TK422	Critical Enquiry in Education	30

PROFESSIONAL RECOGNITION
The tertiary sector of education is increasingly recognising the need for assuring the quality of teaching. This course is one of the tertiary/higher education teaching courses offered and recognised through the Unified National System.

Graduate Diploma of Education (Secondary)

COURSE COORDINATOR
Ms Maryann Brown

ADMISSION REQUIREMENTS
- Applicants will have completed at least a three-year approved degree or diploma or an approved equivalent;
- Applicants need at least sub-major studies in the areas of their two selected teaching specialisations;
- Applicants, whose degree on which an application is based is older than twelve years, will be invited to submit additional supplementary material related to interim professional experience as part of their application;
- All applicants must complete an additional details form;
- A satisfactory interview may be required prior to selection in the course.

CREDIT POINTS
120

DURATION
1 year full-time or part-time equivalent

MODE
Semester (day)

COURSE OVERVIEW
The Graduate Diploma of Education is designed to prepare students to become teachers at the post-primary level. Eligible students will have completed a three-year degree containing subjects appropriate for teaching in various curriculum areas in post-primary schools.

A major learning experience for students in this course is the teaching practicum, which requires students to work in schools on a regular basis. Students are provided with a wide range of experiences in a variety of settings to permit them to acquire the teacher competencies required by the course. In addition, students participate in lectures, tutorials, workshops, seminars and observation visits.

This course is usually undertaken full-time over one year, although part-time study may be possible after consultation with the course coordinator.

COURSE OBJECTIVES

This course aims to develop a competent, reflective and critically aware classroom teacher with a sound basis of skill and understanding to provide for future professional development.

The learning experiences, which constitute the course, are designed to enable students to:

- acquire knowledge, awareness and understanding of the social environment in which teachers, students, schools, parents and community groups operate;
- acquire knowledge and understanding of the organisation and content of school curricula in relation to Victorian and Australian guidelines;
- develop appropriate class-room teaching and management strategies and skills derived from knowledge, awareness and understanding of the processes of teaching and learning, the nature of adolescent students and the resources available;
- develop skills of curriculum development in the student's designated subject areas and in general curriculum;
- develop the ability to relate educational theory and practice;
- critically analyse and evaluate the appropriateness of current educational theory and policy developments;
- develop the skills and attitude to become ongoing enquirers into their professional practice;
- meet requirements of the 1996 Professional Standards for teachers.

COURSE STRUCTURE

A full year program consists of 120 credit points. Students choosing a "double method" (eg. Art) do one curriculum unit worth double credit points each semester.   The course consists of three major components:

Curriculum studies

Students choose two single teaching methods or one double teaching method.

Single methods

TD743/744 Art
TD710/712 English
TD780/782 Health
TD730/732 SOSE (Studies of Society & Environment)
TD700/702 Information Technology
TD790/792 Mathematics
TD750/752 LOTE (Languages other than English)*
TD660/762 Physical Education
TD785/786 Psychology
TD770/772 Science
TD773/774 Senior Science (Biology or Chemistry or Physics)

Double methods

TD740/742 Art
* This may be offered as a cross enrolment with another university.*

The availability of particular curriculum methods depends on student interest and resources available. Some methods may not be available in a given year.

General Education/Teaching Studies

All students are enrolled in the following:
TD624 The Adolescent in the School;
TD723 Introduction to Teaching and Learning;
TD822 School Curriculum: A Design for Learning.

Schools Experience

A major learning experience is the teaching practicum where students are required to work in schools on a regular basis. They are provided with a range of supervised experiences in a variety of settings.

unit code	Semester 1	credit points
TD624	The Adolescent in the School	15
TD723	Intro. to Teaching and Learning	15
TD822	School Curriculum: A Design for Learning	15
TX831	Teaching Experience and Prof. Practice Seminar 1	10
Plus		
TDxxx	1st single curriculum unit -1	15
Tdyyy	2nd single curriculum unit -1	15
Or		
TDzzz	Double curriculum unit – 1	30
unit code	Semester 2	credit points
TD624	*Continued*	-
TD723	*Continued*	-
TD822	*Continued*	-
TX832	Teaching Experience and Prof. Practice Seminar 2	15
Plus		
TDxxx	1st single curriculum unit - 2	10
TDyyy	2nd single curriculum unit - 2	10
Or		
TDzzz	Double curriculum unit - 2	20

Teaching experience is included as part of Teaching Experience and Professional Practice Seminars.

PROFESSIONAL RECOGNITION

Students who successfully complete the course will be eligible to teach in both government and private post-primary schools in Victoria, most Australian states and overseas.

Graduate Diploma of Education (Vocational Education and Training)

This course is under review and will not be offered in 2003.

ADMISSION REQUIREMENTS

This course has been designed for existing and potential educators or trainers who wish to acquire the requisite skills, knowledge and experience to qualify them to work in a vocational education and/or training environment. Entry to the Graduate Diploma of Education (Vocational Education and Training) requires the candidates to have one of the following:

- Three year degree or diploma;
- Diploma of Education (Primary or Secondary);
- Three year post-secondary certificate training, appropriate industry experience, and the successful completion of *The Certificate in Workplace Training Category 2*; or
- Technical competency, appropriate industry experience, and the successful completion of *The Certificate in Workplace Training Category 2*.

Candidates who do not satisfy entry requirements may be considered under special entry provisions. All candidates must have access to or be engaged in a suitable education/training environment.

CREDIT POINTS
120

DURATION
Equivalent of 1 year full-time (2 years part-time)

COURSE OVERVIEW
Training has assumed a high priority in many industries and consequently there exists an increasing need for skilled trainers. This course contributes a critical research focus to the technical concerns of workplace training and consultancy.

COURSE OBJECTIVES
The course is designed to enable participants to:
- Develop a comprehensive and critical knowledge of the changing nature of workplace reform and an understanding of the implications for vocational and workplace trainers;
- Critically explore the current debate concerning training, participation, technological change and its direct relationship with productivity and efficiency;
- Develop an understanding of skills formation and how knowledge is constructed in the VET sector;
- Develop the knowledge and skills necessary to produce curricula, develop teaching strategies, create and evaluate innovative VET programs;
- Research and evaluate their own learning and teaching practices; and
- Evaluate and continuously improve vocational and work related programs.

COURSE STRUCTURE

Year 1

unit code	Semester 1	credit points
TV401	Issues in Vocational Education and Training	30
	Semester 2	
TV402	Vocational and Workplace Teaching and Learning	30

Year 2

unit code	Semester 1	credit points
TV403	Curriculum Design for Vocational and Workplace Learning including a 35 day major Action Learning Research Project	30
	Elective 1	15
	Semester 2	
TV403	*Continued*	-
	Elective 2	15
unit code	**Electives**	credit points
TV404	Gender Agenda	15
TV405	Skills Audits and Needs Analysis	15
TV406	Negotiated Study	15

Or

Any appropriate unit offered within the University with the approval of the relevant course coordinators.

Graduate Diploma of Education (Computers in Education)

COURSE COORDINATOR
Assoc. Prof. Helen Hayes/Mr Clem Barnett

ADMISSION REQUIREMENTS
The normal requirement for admission is a Bachelor degree or equivalent. Some formal education study and/or experience is desirable, but studies in other disciplines may be considered by the Courses Committee as having equivalency. Applications from practising educators with different levels of qualifications will be considered. Consideration will be given to applicants who do not possess the stated admission requirements, particularly those who can demonstrate substantial prior teaching experiences with information technologies.

CREDIT POINTS
120

DURATION
The Graduate Diploma of Education (Computers in Education) constitutes one year of full-time study or two years of part-time study. It should be completed within four years. Each unit comprises .25 of a year of study.

MODE
Weekend; Vacation; Web CT

COURSE OVERVIEW
This course has been designed to provide continuing education for teachers who are interested in the development of eLearning opportunities for students in teaching and learning settings. It acknowledges the demands being placed upon schools by government, parents and employers to ensure students acquire the appropriate skills to live and work in a global environment structured around emerging technologies and information. The course seeks to achieve a balance between the need for teachers to acquire skills associated with the technologies, practice critique and develop appropriate pedagogy.

COURSE OBJECTIVES
By successfully completing this course, students will:
- Develop skills appropriate to the effective utilisation of computer technologies;
- Integrate computer technologies into learning and teaching practices;
- Examine exemplary uses of computer technologies in educational settings; and
- Evaluate the learning outcomes derived from implementing computer technologies.

COURSE STRUCTURE
A total of four units (120 credit points) is required for completion of the course. Unit offerings are reviewed regularly.

Units are selected from the following list:

unit code		credit points
TM905	Critical Appraisals of Info. Technology	30
TM906	Information Technology and Transformations of Schooling	30
TM925	Global Classrooms	30
TM926	Comparative Studies of Computers in Education	30
TM927	Learning and Teaching with Information Technologies	30
TM931	Multimedia Texts for Enhanced Learning	30
TM915	Negotiated Studies in Education	30

One elective unit from the units offered in the Master of Education (Coursework) may be selected following consultation with the course coordinator.

PROFESSIONAL RECOGNITION
The course is recognised as a valuable contribution to the ongoing professional development of educators in a number of sectors, particularly given the current emphasis on the application of information technology to learning and teaching situations.

Graduate Diploma of Education (Curriculum and Policy Studies)

COURSE COORDINATOR
Assoc. Prof. Helen Hayes

ADMISSION REQUIREMENTS
The normal requirement for admission to the Graduate Diploma course is a bachelor degree or equivalent. Some formal education study and/or experience is desirable. The course committee may grant places in the course by special consideration in certain circumstances.

CREDIT POINTS
120

DURATION
The Graduate Diploma of Education (Curriculum and Policy Studies) constitutes one year of full-time study or two years of part-time study. It must be completed within four years. Each unit comprises .25 of a year of study.

MODE
Weekend; Vacation

COURSE OVERVIEW
This course is designed to allow educators to further their studies in education, with particular emphasis on theoretical and practical issues of curriculum and policy.

Those enrolled in the Graduate Diploma of Education (Curriculum and Policy Studies) will take their studies alongside those in the Master of Education (Coursework).

COURSE OBJECTIVES
The course seeks to provide education practitioners and persons with related skills or academic backgrounds with an opportunity to pursue studies which will lead to a developed critical familiarity with issues and questions related to curriculum and education policy. Students will be enabled to explore recent developments in these areas in order to deepen their knowledge and acquire a more informed base for decision making in their educational work. Offered as it is to practitioners with considerable experiential knowledge, the course will provide opportunities for students to identify and pursue studies in areas of curriculum and policy which are of personal interest to them and to develop research experience through undertaking a small research project.

COURSE STRUCTURE
A total of four units is required for completion.

- **One** compulsory unit from:

unit code		credit points
TM909	Contemp. Curriculum Issues	30
TM907	Interpreting Education Policy	30

- **One** elective unit (**Curriculum and Policy**) from:

unit code		credit points
TM907	Interpreting Education Policy	30
TM908	Questions of Equality in Australian Schooling	30
TM909	Contemp. Curriculum Issues	30
TM910	Curric., Soc. Formation & Cult.	30
TM911	Issues in Language Education	30
TM921	Assessment for Learning	30
TM923	Issues of Giftedness in Educ	30
TM933	Young Adolescents and Their Schooling	30
TM934	Writing: Approaches and Issues in Classroom Contexts	30

- **One** elective unit **(free choice)**:

An additional unit from the above list, or any other unit offered in the Master of Education (Coursework).

- **One** Project:
A negotiated activity which requires students to develop a project relating to an area of Curriculum and/or Policy, drawing on their previous academic studies and work experience.

PROFESSIONAL RECOGNITION
The course is recognised as a valuable contribution to the ongoing professional development of educators in a number of sectors, particularly given the current changes in policy, curriculum structure and assessment practice.

Graduate Diploma of Education (Educational Administration)

Please contact the School of Education regarding availability for 2003.

COURSE COORDINATOR
Assoc. Prof. Helen Hayes

ADMISSION REQUIREMENTS
The normal requirement for admission to the Graduate Diploma course is a Bachelor degree or equivalent. Some formal education study and/or experience is desirable. The course committee may grant places in the course by special consideration in certain circumstances.

CREDIT POINTS
120

DURATION
The Graduate Diploma of Education (Educational Administration) constitutes one year of full-time study or two years of part-time study. It must be completed within four years. Each unit comprises .25 of a year of study.

MODE
Weekend; Vacation

COURSE OVERVIEW
The Graduate Diploma of Education (Educational Administration) provides a professional development opportunity and an acknowledged post-graduate award for educators from any field of education. The course deals with the related areas of administration, management and leadership.

COURSE OBJECTIVES
The Graduate Diploma of Education (Educational Administration) is offered to provide the opportunities and context for the articulation, discussion, research, and theory development associated with the field of Educational Administration and Policy.

COURSE STRUCTURE
A total of four units is required for completion.

Two compulsory units:

unit code		credit points
TM903	Organisational Theory and Educational Administration	30
TM904	Educational Leadership	30

One optional unit (Ed. Admin. focus) from:

TM915	Negotiated Studies in Education	30
TM918	Marketing Education	30
TM919	Prof. Development and Appraisal Models in Education	30

One further general optional unit chosen from:

TM902	Philosophical Issues in Ed	30
TM906	Information Technology and Transformations of Schooling	30
TM907	Interpreting Education Policy	30
TM908	Questions of Equality in Australian Schooling	30
TM909	Contemporary Curriculum Issues	30
TM910	Curric., Soc. Formation & Cult.	30
TM915	Negotiated Studies in Ed.	30
TM921	Assessment for Learning	30

PROFESSIONAL RECOGNITION

The course is recognised as a valuable contribution to the ongoing professional development of educators in a number of sectors, particularly given the current changes in educational administration and leadership practice.

Master of Education
(by Coursework)

COURSE COORDINATOR
Assoc. Prof. Helen Hayes

ADMISSION REQUIREMENTS
Entry to the degree course is predicated on the completion of undergraduate study to a third year level. Experience in educational settings is not assumed. Applicants who do not meet the normal entry requirements may present a case to be considered eligible for provisional entry. These students will remain provisionally enrolled until they have satisfactorily completed two units towards the degree. Decisions regarding an individual student's program will be made by the student and his/her adviser, taking into account current interests and academic background.

CREDIT POINTS
240

DURATION
For students with normal minimum entry requirements the duration of the course is equivalent to four semesters of full-time study, normally taken over three or more years through part-time study. Students who have completed a fourth year of tertiary study may apply for one year's credit.

MODE
Coursework classes will be conducted on weekend or vacation school basis, in light of student, staff and timetabling requirements.

COURSE OVERVIEW
The course is designed to allow educators and those with a related background to further their studies in Education. All commencing students enrol in TM932 *Researching issues in education*. This unit is worth 60 credit points, and will run across the whole year. The remainder of each student's course will be structured according to her/his individual interests. Not all units are available in any given year.

COURSE OBJECTIVES
The course seeks to provide for education practitioners and persons with related skills or academic backgrounds the opportunity to pursue studies, which will lead to a developed critical familiarity with issues and questions relevant to the field of education and research in education. Choosing from a range of studies in education, students will be enabled to deepen their knowledge and engage in more sophisticated inquiry regarding particular facets of education. Offered as it is to practitioners with considerable experiential knowledge, the course will provide opportunities for students to identify and pursue studies in areas of education which are of personal interest to them and to develop research experience through extended research tasks.

COURSE STRUCTURE
Core Requirements

unit code		credit points
TM932	Researching Issues in Education	60

Coursework Units

TM901	Education Research Seminars	30
TM902	Philosophical Issues in Ed.	30
TM903	Organisational Theory & Educational Administration	30
TM904	Educational Leadership	30
TM905	Critical Appraisals of Information Technology	30
TM906	Information Technology and Transformations of Schooling	30
M907	Interpreting Education Policy	30
TM908	Questions of Equality in Australian Schooling	30
TM909	Contemp. Curriculum Issues	30
TM910	Curriculum, Social Formation and Culture	30
TM911	Issues in Language Education	30
TM913	Experiencing Change in Ed.	30
TM914	Schools & Teachers – Historical Perspectives	30
TM915	Negotiated Studies in Ed.	30
TM918	Marketing Education	30
TM919	Professional Development and Appraisal Models in Education	30
TM921	Assessment for Learning	30
TM923	Issues of Giftedness in Education	30
TM924	Australian Education in the 20th Century: Historical Perspectives	30
TM925	Global Classrooms	30
TM926	Comparative Studies of Computers in Education	30
TM927	Learning and Teaching with Information Technologies	30
TM928	The Changing Nature of Teachers' Work	30
TM929	Readings in Education	15
TM931	Multimedia Texts for Enhanced Learning	30
TM933	Young Adolescents and Their Schooling	30
TM934	Writing: Approaches and Issues in Classroom Contexts	30
TV401	Issues in Vocational Education Workplace Learning	30
TV402	Vocational and Workplace Teaching and Learning	30
TV403	Curriculum Design For Vocational and Workplace Learning	30

Research Component

TM912	Minor Thesis (2 units)	60
TM930	Extension of Minor Thesis	60

Higher Degrees by Research

- **Master of Education** *by Research* **- MEd. (Research)**

- **Doctor of Philosophy – PhD**

- **Doctor of Education - EdD**

The School of Education offers the following Higher Degrees by Research: Master of Education (MEd); Doctor of Philosophy (PhD); Doctor of Education (EdD).

Areas of supervision include:
- Curriculum Theory and Assessment;
- Education Change;
- Language and Literacy;
- Leadership and Management in Education;
- Learning Technology and Education;
- Rural Education;
- Teaching and Learning (Primary, Secondary, Tertiary).

The School of Education maintains strong links with the regional education community, which offers a rich field for research opportunities.

- **Master of Education (MEd) by Research**

The MEd by Research degree is awarded on the basis of a researched thesis developed over 1 year full time or 2 years part time. The student works with a principal supervisor (and possibly co-supervisor) for the period of enrolment.

The MEd Thesis (30,000 words) is externally examined, and must demonstrate a command of the knowledge and skills pertinent to the area of investigation, an appreciation of the relationship of his or her own work with that of others, a capacity to develop theory, a command of the research methodology adopted, and an ability to communicate in an academic context.

Eligibility:
To be eligible for admission as a candidate for a Masters by research degree a person must –
   (a) have graduated with or qualified for a four year Honours Bachelor degree, or Degree with Honours.
     OR
   (b) hold qualifications and/or have demonstrated skills, experience, research, or publications which are assessed by the Board as being at least equivalent to or as a satisfactory substitute for the qualifications prescribed.

- **Doctor of Philosophy (PhD)**

The PhD program is notionally a three year program in full-time terms, or the equivalent in part-time study. The student works with a principal supervisor (and possibly co-supervisor) during each phase of candidacy.

Thesis: The degree is awarded on the basis of an externally examined thesis of approximately 100,000 words which: makes a substantial contribution to knowledge; demonstrates a command of the research skills implicit in the study; demonstrates an in-depth understanding of the relationships of the investigations to the broader discipline.

Eligibility: A Master's degree, or Bachelor's degree of four years duration with First Class Honours or second class Division A, or equivalent is required. The previous degree must contain a Research component demonstrating the ability to undertake research at the doctoral level.

OR progress towards a researched Master's degree during which the capacity to carry out doctoral level research in the specified area has been demonstrated.

OR other qualifications, skills, experience or publications which demonstrate sufficient knowledge of the discipline and the research skills necessary to conduct the research.

- **Doctor of Education (EdD)**

The EdD is a professional doctorate award achieved through a program of three years equivalent full-time or the equivalent in part-time study. Whilst providing an alternative to the entirely research-based PhD, it is nevertheless classified as a research degree. The degree normally involves the completion of linked, but separate, supervised research projects which are accompanied by taught "advanced study units" designed to support the research.

The EdD is designed primarily for the professional educator who wishes to conduct research in the education workplace. A principal supervisor is appointed, and a panel advises throughout candidature. The design allows for involvement with a number of academic advisers, and for cross-school input if desired.

Dissertation: The research component may take the form of (1) a single research report of approximately 60,000 words or (2) a series of research reports bound together and accompanied by a written exegesis or scholarly commentary, with the whole research output totalling approximately 60,000 words.

Eligibility: The admission requirements for the degree of EdD are equivalent to those requested for the PhD (above) but are assessed through professional equivalence. Applicants for the EdD should normally have had at least 5 years of relevant professional experience and such professional qualifications and professional accreditation as may be required to engage in the practice relevant to the proposed program.

Further Information

For further information, contact the School Research and Higher Degrees Coordinator: Mr Clem Barnett, telephone (03) 5327 9734, Facsimile (03) 5327 9717.

Listed below are the accredited undergraduate units from the School of Education which may be available as elective units to students enrolled in any University undergraduate program. Students should confirm availability with the School Administrative Officer.

unit code	School of Education Units	credit points
BS530	Technology in Society Seminar	15
BS636	Innovation and New Venture Creation	15
BS637	Innovation and Technological Change	15
TJ501	Technology and Communities of Knowledge	15
TJ511	Language and Literacies	15
TJ521	Successful Learners	15
TJ522	Communities of Learners	15
TJ561	Health and Physical Education Curriculum	15
TJ591	Learning and Teaching Mathematics1	15
TJ612	Approaches to Teaching English	15
TJ623	Inclusive Learning Environments	15
TJ624	Creating Learning Environments	15
TJ641	Approaches to Teaching in the Arts	15
TJ671	Introduction to Science Education	15
TJ721	Virtual Mentoring	15
TJ722	Adolescent Health and Wellbeing	15
TJ723	Rural Learners I	15
TJ724	Learning in English as a Second Language	15
TJ725	Students with Special Needs	15
TJ726	Engagement in the Middle Years	15
TJ727	International Perspectives in Education	15
TJ731	Studies of Society and Environment Curriculum	15
TJ783	Rural Learners II	15
TJ792	Learning and Teaching Mathematics 2	15
TJ825	Perspectives on Curriculum and Education	15
TJ827	Team Enterprise Project	15
TJ828	Professional Policy, Practice and Responsibility	15
TJ851	Integrated Curriculum Studies	15
TJ852	Changing Literacy Education	15
TJ853	Information and Communication Technologies	15
TJ854	The Student as Art Maker	15
TT511	Introduction to Learning and Teaching	15
TT512	Young People and Learning Environments	15
TT513	Designing for Learning	15
TT514	Assessment and the Promotion of Learning	15
TT515	Tools for Learning in Mathematics, Science and Technology	15
TT616	Mathematics Curriculum	15
TT612	Science Curriculum	15
TT613	Technology Curriculum	15