



Deakin University  
Faculty of Education  
Submission to the House of Representatives  
Inquiry into Teacher Education

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Contact details: Professor Shirley Grundy  
Dean  
Faculty of Education  
Deakin University  
Geelong 3217

Ph: (03) 5227 1480  
Fax: (03) 5227 2433  
email: [deaned@deakin.edu.au](mailto:deaned@deakin.edu.au)

## Introduction

The Faculty of Education at Deakin University is pleased to provide this submission to the House of Representatives Inquiry into Teacher Education.

The submission addresses each of the Terms of Reference, providing details of practices and procedures at Deakin University. We would be very happy to provide additional information or examples of the practices to which we refer in the submission. Two of the appendices to the submission are PDF files and are attached electronically separately.

We wish the committee well in its deliberations on this important social issue.

Professor Shirley Grundy  
Dean

### 1. Examine and assess the criteria for selecting students for teacher training courses.

#### Selection Processes

Deakin University is committed to maintaining high academic standards and will select from eligible applicants, those most likely to succeed in its courses.

The University requires each Faculty to provide its selection criteria for approval by the University Admission and Selection Committee, each year. The approved criteria are then published in the Victorian Tertiary Admissions Centre (VTAC) Guide and on the University's website. See Appendix A.

Course Selection teams are convened for each course on each campus at which the course is offered. These teams are approved by the University Admission and Selection Committee with one academic staff member designated as Principal Selection Officer with access to the VTAC online selection system.

For undergraduate courses, Year 12 applicant rankings are based on ENTER scores together with adjustments for consideration of disadvantage and any middle band criteria. Non-Year 12 applicants are ranked according to the criteria published in the VTAC guide.

For the graduate entry courses, applicants are ranked according to Grade Point Average. Applicants are then grouped according to their proposed teaching methods and selected according to as published "demands of the teaching profession for particular teaching methods and viability of class sizes".

Deakin University is committed to rural and regional engagement, life-long learning and equity and access. Deakin has recently changed its access and equity programs to allow students from disadvantaged economic backgrounds, indigenous students and those living in remote areas to have greater access to higher education programs. The establishment of an equity scholarship program, which commenced in 2005, supports this commitment.

The Deakin Access and Equity Program allows applicants from the designated groups below to apply for special consideration.

- Rural or isolated applicants;
- Mature-age entry;
- Non-English speaking background;
- Recognition as an Indigenous Australian;
- Difficult family circumstances;
- Disadvantaged socio-economic background;
- Women in non-traditional areas (Information Technology, Engineering, Architecture and Management);
- Disability or long-term medical condition

**2. Examine the extent to which teacher training courses can attract high quality students, including students from diverse backgrounds and experiences.**

To the extent that tertiary ranking scores (in Victoria ENTER scores) can be interpreted as an indicator of quality, the quality of entrants to Deakin's teacher education courses has been rising over the last few years.

The following tables indicate the median ENTER scores for our pre-service teacher education courses. For primary, the median ENTER score has increased over the period 2002 – 2004. For our secondary courses ENTERS have remained stable but high at above 75%.

**ENTER Score trends for each course from 2002 – 2004**

PRIMARY	2004			2003			2002		
	High	Low	Median	High	Low	Median	High	Low	Median
BEd (Primary)	93.30	67.75	78.98	94.00	62.85	78.25	97.25	46.95	76.85

SECONDARY	2004			2003			2002		
	High	Low	Median	High	Low	Median	High	Low	Median
BPhysEd	96.50	78.75	83.45	93.65	71.80	85.80	93.40	73.10	83.20
BTeach (S)/BSc	88.45	72.35	78.40	80.05	78.25	79.15	91.80	76.05	83.48
BTeach (S)/B.Arts	93.75	75.30	81.75	92.90	77.30	83.63	92.80	65.20	84.75
BTeach (S)/BAppSc (Health Sci)	91.05	76.25	81.55	91.75	71.85	81.10	90.90	78.50	82.68

In keeping with the Deakin University core commitment to regional and rural engagement, students from these backgrounds make up a significant proportion of our student body.

**Bachelor of Education (Primary)**

Equity groups	2004		2003		2002	
(Enrolments: number and percentage)	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	35	4%	18	3%	10	3%
<b>Rural / isolated</b>	241	25%	178	25%	109	30%
Low socio-economic	108	11%	71	10%	40	11%
Disabled	10	1%	10	1%	6	2%
Female	763	80%	575	81%	284	78%
ATSI	44	5%	28	4%	12	3%

**Bachelor of Physical Education**

Equity groups	2004		2003		2002	
(Enrolments: number and percentage)	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	4	3%	4	4%	1	2%
<b>Rural / isolated</b>	19	13%	11	10%	14	24%
Low socio-economic	9	6%	6	6%	2	3%
Disabled	0	0%	0	0%	0	0%
Female	79	56%	63	58%	31	53%
ATSI	0	0%	0	0%	0	0%

**Bachelor of Teaching (Secondary)/Bachelor of Science**

Equity groups (Enrolments: number and percentage)	2004		2003		2002		2001		2000	
	Enrols	%	Enrols	%	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	17	15%	11	13%	11	13%	9	13%	2	6%
<b>Rural / isolated</b>	12	11%	7	8%	14	17%	15	21%	3	9%
Low socio-economic	15	13%	13	15%	15	18%	13	18%	3	9%
Disabled	1	1%	0	0%	2	2%	2	3%	1	3%
Female	72	63%	54	61%	46	56%	38	53%	19	58%
ATSI	0	0%	0	0%	0	0%	0	0%	0	0%

**Bachelor of Teaching (Secondary)/Bachelor of Arts**

Equity groups (Enrolments: number and percentage)	2004		2003		2002		2001		2000	
	Enrols	%	Enrols	%	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	20	6%	25	7%	29	9%	28	8%	24	7%
<b>Rural / isolated</b>	42	12%	22	7%	58	18%	54	16%	57	17%
Low socio-economic	34	10%	28	8%	48	15%	41	12%	44	13%
Disabled	5	1%	6	2%	8	2%	8	2%	4	1%
Female	248	72%	225	67%	230	70%	238	71%	256	74%
ATSI	9	3%	15	4%	17	5%	14	4%	17	5%

**Bachelor of Teaching (Secondary)/Bachelor of Applied Science (Health Science)**

Equity groups (Enrolments: number and percentage)	2004		2003		2002		2001		2000	
	Enrols	%	Enrols	%	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	11	9%	11	8%	13	11%	11	10%	8	10%
<b>Rural / isolated</b>	9	7%	12	9%	15	12%	16	14%	13	15%
Low socio-economic	11	9%	17	13%	15	12%	14	13%	10	12%
Disabled	2	2%	4	3%	3	2%	3	3%	1	1%
Female	109	87%	109	84%	98	81%	88	79%	63	75%
ATSI	0	0%	1	1%	0	0%	0	0%	0	0%

**Bachelor of Teaching (Primary and Secondary)**

Equity groups (Enrolments: number and percentage)	2004		2003		2002		2001		2000	
	Enrols	%	Enrols	%	Enrols	%	Enrols	%	Enrols	%
Non-English language at home	38	9%	49	9%	44	9%	44	8%	30	7%
<b>Rural / isolated</b>	96	24%	114	21%	108	22%	106	19%	78	19%
Low socio-economic	56	14%	68	13%	65	13%	73	13%	45	11%
Disabled	14	3%	16	3%	14	3%	11	2%	5	1%
Female	327	80%	428	80%	409	82%	447	82%	321	80%
ATSI	8	2%	4	1%	0	0%	2	0%	3	1%

### 3. Examine attrition rates from teaching courses and reasons for that attrition.

The attrition rates for the Faculty of Education are comparable with the overall attrition rates for the University. This comparability is illustrated by the following tables analysing the attrition rates for our pre-service courses.

#### **Bachelor of Education (Primary)** (Course commenced in 2002)

Commencing student attrition rate	2003 comm	2002 comm	2001 comm	2000 comm
% lost from this course	19%	14%	-	-
% Deakin average attrition rate	22%	24%	-	-

#### **Bachelor of Physical Education** (Course commenced in 2002)

Commencing student attrition rate	2003 comm	2002 comm	2001 comm	2000 comm
% lost from this course	14%	16%	-	-
% Deakin average attrition rate	22%	24%	-	-

#### **Bachelor of Teaching (Secondary)/Bachelor of Science**

Commencing student attrition rate	2003 comm	2002 comm	2001 comm	2000 comm
% lost from this course	22%	27%	14%	38%
% Deakin average attrition rate	22%	24%	25%	27%

#### **Bachelor of Teaching (Secondary)/Bachelor of Arts**

Commencing student attrition rate	2003 comm	2002 comm	2001 comm	2000 comm
% lost from this course	22%	16%	19%	25%
% Deakin average attrition rate	22%	24%	25%	27%

#### **Bachelor of Teaching (Secondary)/Bachelor of Applied Science (Health Science)**

Commencing student attrition rate	2003 comm	2002 comm	2001 comm	2000 comm
% lost from this course	24%	16%	10%	24%
% Deakin average attrition rate	22%	24%	25%	27%

Attrition rates for the on campus graduate entry programs are significantly less, being half the Deakin average.

The First Year at Deakin initiative has assisted in providing a safety net framework for students at risk. Strategies from the First Year at Deakin program have been implemented to assist students to quickly connect to the course and campus, including off-campus. Strategies include a mentoring program and a 'virtual' orientation for off-campus students.

### 4. Examine and assess the criteria for selecting and rewarding education faculty members.

#### 4.1 Selection

At Deakin University we place weight upon both practical experience and academic achievement in the selection of academic faculty staff. All positions are advertised and filled by merit selection. Positions with responsibility for areas relating to teaching approaches and methodologies and curriculum learning areas will normally require the successful applicant to have a teaching qualification and relevant teaching experience.

Deakin University recognizes that there is a difference between teaching in school and university settings, so even teachers with school experience will be required to undertake the Graduate Certificate of Higher Education as part of their probationary requirements.

We also employ former teachers in our Professional Experience offices. These are the staff who liaise with schools and teachers for the placement of students for Professional Experience.

Extensive use is made of practising teachers to provide sessional teaching and guest lectures. At our Warrnambool Campus, in particular, we have established close relationships with local schools and second teachers to teach in our teacher education program.

## **4.2 Rewards**

Academic staff are rewarded through processes of promotion and through awards for outstanding achievements in relevant areas – teaching, research and service.

### **4.2.1 Promotion**

The academic levels of A, B, C, D and E are standard across the sector. Academic staff in the Faculty of Education are generally appointed at Level B, this being the level offering a commensurate salary range to that of classroom teachers. For appointment at this level candidates need to hold a PhD or equivalent. Often teachers are appointed on the basis of 'equivalent' experience. This means that they need to be appointed at the higher levels of the scale for comparability of salary.

Deakin University has a common set of promotion procedures across all Faculties. Candidates for promotion must demonstrate performance across the three areas of academic work: teaching, research and service. (Service encompasses internal service to the university through administrative responsibilities and leadership as well as service to the profession and professional community.)

Although candidates for promotion must be able to demonstrate a basic level of performance across all areas, they can weight their application to reflect their particular strengths.

### **4.2.2 Awards**

Deakin University also provides a system of awards for excellence and outstanding achievements in teaching, research and service. Some of these awards are named awards through bequests and others are Vice Chancellor awards. Nominations for these awards are open to all members of the university.

## **5. Examine the educational philosophy underpinning the teacher training courses (including the teaching methods used, course structure and materials and methods for assessment and evaluation) and assess the extent to which it is informed by research.**

### **5.1 Social Context and Orientation**

Education, within our courses, is conceived as a cultural process (culture is knowledge, knowledge culture) and the processes of learning as processes of enculturation in an increasingly complex (differentiated and globalised) context. Both teachers and learners are becoming part of globalised communities. Teacher education therefore has to be conceived as preparing prospective teachers to take part in a dynamic and changing institution in which curriculum (what counts as knowledge), pedagogy (what counts as appropriate transmission), and assessment (what counts as valid realisation of learning) are matters of continual debate and redirection. Official policy is a starting point for such matters but official policy changes continuously over time (and between jurisdictions). Moreover if official policy is seen as a "one size fits all" it will fail many communities. Our students need, therefore, a wide repertoire of skills and understanding that will enable them to adapt curriculum, pedagogy and assessment to the particular needs of the learners in their community, school and classroom. For primary teachers these skills must extend across the seven KLAs with an understanding of literacy and numeracy as fundamental to learning in any KLA. However, official policy does not construct the cultures that children bring with them to the classroom. Successful teaching requires the ability to manage the interaction of children with differing cultural backgrounds (and therefore knowledge, values and behaviour) in the classroom, playground and school. Teaching is therefore as much about cultural negotiation as it is about technique, and successful teachers manage such negotiation in ways that are acknowledged as fair and inclusive.

## 5.2 Educational Aims within this Context

Our pre-service teacher education courses aim to produce graduates who are able to enter educational practice with:

- The competencies expected of beginning teachers by the education profession;
- The communication and interpersonal skills required to be facilitative teachers;
- An understanding of the curriculum content and processes appropriate for their teaching;
- A thorough understanding of theories of learning, including their derivation and current status, and an understanding of the implications relevant to teaching practice informed by these theories;
- A capacity for analytical and critical thinking expressed by an ability to engage in contemporary educational issues both generally and in particular areas of specialism;
- An understanding of the major role information and communication technologies play in the educative process;
- A clear awareness of the socio-political role of education in society, an understanding of the impact of economic and ideological change on the practice of educators, and an appreciation of the cultural imperatives expressed through educational institutions and teaching practices;
- An ability to work professionally and productively with teachers, other school based professionals and parents;
- An understanding that they have just begun their professional development as teachers and must take responsibility for their own life-long professional learning while merging professional development with their own development as a person.

Our vision for our graduates is that they will:

1. Be accepting and affirming of diversity and difference:
  - Be inclusive in their teaching practice, acknowledging and working with human diversity;
  - Be aware of and respond positively to students from all categories of socio-cultural difference – gender, class, demographic location, disability, ethnicity, colour, sexual identity
  - Teach for the success of students
  - Work for social justice for all for whom they are professionally responsible.
2. Be aware of students as active meaning makers:
  - Understand students as constructors of meaning
  - Understand that meaning is embedded in socio-cultural experience
  - Be facilitative teachers.
3. Be committed to teaching for deep understanding and clear thinking:
  - Know that a core part of their task is to teach for deep learning
  - Move beyond teaching information and skills development to facilitate generative understandings of concepts and principles
  - Hold all knowledge open to question
  - Ensure that their students are competent at enquiry and dispassionate reasoning.
4. Know the subject matter, skills and values they are teaching and be able to justify curricular and pedagogical choices:
  - Have a strong understanding of the subject areas they teach, of the important questions for their students to address, and of pedagogy appropriate to particular subject matter, skills and value content.
  - Be committed as professionals, in both what they teach, how they teach, and how they assess, to the education of all young people as ends in themselves, not as human resources or commodities
  - Be committed, through that education to their students as persons, to ensure that their students contribute to and defend, just and democratic local communities, nations and international systems
  - Be able to justify their choices of what and how they teach and assess in terms of these commitments.

5. Be skilled at quality professional relationships:
  - Understand themselves and their reactions to peers
  - Understand that the core of their work involves professional relationships
  - Work professionally and warmly with students
  - Work professionally and productively with teachers, other school-based employees, parents and local communities
  - Have a strong sense of professional ethics.
  
6. Be committed to life-long learning as reflective, professional practitioners:
  - Research their own practice and the practices of schools
  - See themselves as professional life-long learners
  - Maintain habits of planning-action-reflection-replanning in relation to their own practice.

### 5.3 Course Structures

The Bachelor of Education (Primary) course is designed to develop generalist primary teachers with particular strength in literacy, mathematics and science education as well as knowledge of discipline based studies.

Our secondary teaching programs are combined courses with the exception of the Bachelor of Physical Education which has a strong educational focus as well as discipline based studies in physical education and human movement.

A particularly significant course is the two-year graduate entry Bachelor of Teaching (Primary and Secondary) that is designed to prepare graduates for teaching in both primary and secondary schools.

Deakin University has recently introduced graduate entry Graduate Diploma programs in Primary teaching and in Secondary teaching for international students and a Graduate Diploma of Education (Applied Learning) for domestic students. See Appendix B for course structures.

All of our pre-service programs are designed to enable graduates to meet the requirements for registration as teachers particularly with the Victorian Institute of Teaching and also relevant employing authorities in other states of Australia and overseas.

### 5.4 Education Studies Major

A significant component of our pre-service courses is the Education Studies Major. The major consists of six sequential units of study for our four-year programs and four sequential units for our two-year graduate entry students. The units of the major are as follows:

#### Four year program sequence.

EXE101	Understanding Children and Adolescents
EXE102	Understanding Learners
EXE201	Creating Effective Learning Environments
EXE202	Curriculum, Assessment and Reporting
EXE401	Professional Relationships
EXE402	Transition to Beginning Teaching

#### Two year program sequence

EXE404	Children, Culture, Development and Learning
EXE405	Creating Effective Learning Environments
EXE504	Curriculum, Assessment and Reporting
EXE505	Becoming a Professional Educator

A range of these units is also incorporated into the one year Graduate Diplomas in Primary, Secondary and Applied Learning.



## **5.5 Teaching and Assessment Methods**

### **5.5.1 General Teaching Approaches**

The thrust of the first year of the on campus courses is to integrate the different units, as much as possible, around common themes. These common themes, derived from the relevant Education Studies unit, are framed as questions or problems and are the basis for an enquiry approach to learning. The learning experiences are designed to encourage deep learning and student choice and ownership in the construction of knowledge.

The courses adopt the following pedagogical strategies:

1. Acknowledging and building on students' prior experience and learning including learning from their undergraduate degrees.
2. Facilitating enquiry-based approaches to learning in which students develop and build on skills in research and reflective practice.
3. Providing opportunities for students to engage critically with multiple sites of learning.
4. Integrating teaching and assessment across units.
5. Facilitating collaborative work with fellow students, experienced teachers, other professionals, and with parents and communities to ensure sensitivity and competence in professional working relationships.
6. Providing students with a repertoire of theoretical lenses for analysing and critiquing practice.
7. Emphasising learning that is meaningful to students and will empower them as educators and life long learners.

The Professional Experience program grounds this general teaching approach in the work of schools and is supported by the use of seconded teachers to relate practice to theory in on-campus classes, the construction of case studies of learners and learning environments, and the specification of school-based tasks.

### **5.5.2 Specific Teaching Methods**

The Faculty is committed to variety and innovation in teaching methods.

In each unit a variety of teaching methods is encouraged. For example, in units comprising the Education Studies, traditional on-campus teaching methods such as lectures, tutorials, workshops, tutorial papers, and group presentations are augmented with an on-line chat room and school-based activities where school teachers discuss topics such as curriculum planning processes, student welfare, school bullying and middle schooling.

Off-campus students receive printed materials, audio and video as well as access to web links and on-line materials through the Deakin Toolkit. On-line conferencing, teletutorials, email and telephone provide contact with unit chairs.

Teaching methods with a research or inquiry-driven approach are widely used. For example teacher as practitioner-researcher and peer-review models are used to encourage students to gather information about their own teaching practice as they establish their own focus for professional learning.

The participation of practising members of the profession in course planning, teaching, demonstrating, evaluating and supervising is considered essential. Practising teachers are employed sessionally and school principals, curriculum co-ordinators, employing authorities, and union representatives also present information and advice to students.

Methods of assessment reflect the aims and objectives of the course and the attributes of a Deakin graduate. A range of assessment tasks are used which examine theoretical perspectives, including integrated assessments which allow students to relate the theory to practical contexts. Tasks to assess theoretical perspectives include critical reviews of introduced perspectives, appraisals of case studies, critiques of programs and practices or

essays demonstrating engagement with the core theories presented. Tasks to assess relationships to practical contexts include critical analysis of a practice, a reflective journal, or an investigation of implementation of a practice. Details of assessments are included in all unit descriptions.

The use of a variety of assessment tasks and modes is monitored by the Associate Dean (Teaching and Learning) and the course teams to ensure that the assigned work helps students to develop and provide evidence of a range of professional attributes. Specific assessment criteria are made available to all students. The timing of the dates is also monitored, although the timing of professional experience, as well as end of semester and examination periods, are factors which heavily influence patterns of submission.

Staff of the Faculty of Education are also involved in research and consultancies. 62% of academic staff of the Faculty are active researchers in their fields. Involvement with current educational issues is reflected in the innovative teaching methods used and the discussion of the most up to date ideas and theories in unit content. Academic staff working in the pre-service programs are expected to maintain close links with schools and curriculum innovations to ensure that their work is highly relevant to prospective teachers.

## **6. Examine the interaction and relationships between teacher training courses and other university faculty disciplines.**

At Deakin University the undergraduate teacher education courses are closely linked to other Faculties. Teacher Education students complete approximately 48% of their studies in other Faculties as discipline based study.

Some of the units studied in other Faculties have been jointly developed by Faculty of Education staff and other Faculties, specifically for teacher education students. Examples of these units are: ALL153 Reading Children's Literature, ALG120 Exploring Texts, SQA101 Ecology and the Environment, SIT197 Number and Chance and SIT198 Patterns in Space, offered in the Bachelor of Education (Primary) course.

Given the combined course structure of the Bachelor of Teaching (Secondary) programs, the Faculty of Education shares responsibility for students enrolled in these courses, and liaises closely with staff of the partner Faculty.

The Faculty also has close links with the Institute of Koorie Education based on the Geelong campus at Waurin Ponds. As courses are redesigned and accredited, the Faculty in consultation with the Institute of Koorie Education have developed specific strategies to offer a community-based delivery of a variety of teacher education courses. This mode of course delivery strengthens Indigenous Australian community bases, generates community growth and enriches community networks.

## **7. Examine the preparation of primary and secondary teaching graduates.**

### **7.1 The preparation of Deakin primary and secondary teaching graduates to teach literacy and numeracy.**

Deakin University recognises the central role of literacy and numeracy in contemporary social, cultural and economic life, and the need for all students to develop critical literacy and numeracy skills in order to participate fully and effectively in society.

As a result, Deakin's primary and secondary teaching courses emphasise the teaching of literacy and numeracy, together with their "sisters" English and mathematics.

For example, the four-year Bachelor of Education (Primary) course contains five units specifically relating to the teaching of literacy, as well as five units specifically relating to the teaching of mathematics and numeracy, from a total of 32 units (see below for further details).

Similarly in 1999, in response to the *Guidelines for the Evaluation of Teacher Education Courses*<sup>1</sup>, which identified the need for graduates of secondary teaching courses to be able to effectively contribute to their students' literacy and numeracy development in their own curriculum areas, Deakin introduced two compulsory units *Literacy Across the Curriculum* and *Numeracy Across the Curriculum* into each of its four-year secondary teaching courses (see below for further details).

In order to meet students' future need for lifelong learning, all undergraduate students at Deakin now undertake at least one wholly online unit as part of their Bachelor degree. From 2005, all students in the Bachelor of Education (Primary) undertake the fourth year unit *Professional Practice and Mathematics: Designing an Inclusive Program* in wholly online mode, while all students in four-year secondary teaching courses undertake the third year unit *Numeracy Across the Curriculum* in wholly online mode. The latter unit, as well as focusing on the role of numeracy and its inherent demands and opportunities within different curriculum areas, also contains significant portions devoted to developing students' understanding of the potential of online pedagogy and the skills required to meet the numeracy and ICT demands in their professional lives as teachers.

Literacy education at Deakin University encompasses the teaching of spoken and written English as well as visual and non-print forms of literacy, and draws on fields including linguistics, literature, technology, pedagogy and curriculum.

Units in literacy and numeracy education at Deakin seek to provide beginning and mid-career teachers with complex and specific understandings about the development and teaching of literacy, mathematics and numeracy from the early years through to the final years of schooling and beyond. They are informed by wide-ranging contemporary international research and are situated within the context of state and national policy and curriculum and assessment guidelines. Teaching approaches and resources include face-to-face and online teaching, on and off campus provision, and university and school based classes. Literacy and numeracy education are closely related to practicum experience in primary and secondary schools and related educational contexts.

Brief descriptions of the main Deakin primary and secondary teaching degrees and the units related to literacy, English, numeracy and mathematics education are given below.

### **The Bachelor of Education (Primary)**

This is a four-year degree that aims to prepare prospective teachers for careers in teaching in Victorian (and other) primary schools. Within this program students undertake a total of ten units that specifically relate to the teaching of literacy and numeracy:

*ALL153 Reading Children's Literature* and *ALG120 Exploring Texts*. These two units provide students with common understandings of the uses and purposes of children's literature and the linguistic structures of the English language.

*ECL210 Language and Literacy; The Early Years*. The unit describes early literacy learning as the acquisition of a range of social and cultural practices in schools, homes, preschools, and in the community. Students are introduced to current practices and programs for teaching early years literacy in Victorian schools.

*ECL310 Developing Language and Literacy; The Middle Years*. The unit describes the teaching of literacy in Victorian schools in years 4-6 and in the primary-secondary transition.

*ECL410 The Literacy Teacher: The Profession and the Community*. This unit focuses on assessment strategies and resources, ESL and integration policies and programs and the development of additional assistance in

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<sup>1</sup> Standards Council of the Teaching Profession (1998). *Guidelines for the Evaluation of Teacher Education Courses* (Revised December 1998). Melbourne: Standards Council of the Teaching Profession.

literacy and working with parents and the wider community in teaching literacy.

*SIT197 Number and Chance* and *SIT198 Patterns in Space*. These two units provide students with in depth understandings of some of the major areas of mathematics that are dealt with in the primary curriculum and beyond.

*ESM210 Children and Mathematics: Developing Numeracy Concepts*. This unit focuses on children's development of mathematical concepts. Students' interaction with and analysis of children's responses to mathematical tasks are used as a stimulus for them to examine their own understandings of some of the key mathematical concepts, terminology, operations and procedures related to our number system and measurement. Building on these experiences, students explore the development of appropriate learning activities using a range of teaching aids and learning technologies.

*ESM310 Teachers and Mathematics: Creating an Inquiry-based Classroom*. Students in this unit explore the connection between children as learners who construct their own understanding of mathematics and an inquiry-based model for classroom practice. They develop strategies to provide challenging, coherent and inclusive mathematical learning experiences for children, plan units of work, and consider the selection and use of appropriate learning technologies.

*ESM410 Professional Practice and Mathematics: Designing an Inclusive Program*. This wholly online unit address issues related to students' future professional practice in schools and the wider education community. The main focus is on increasing students' skills in curriculum planning, assessment and reporting in mathematics; and extending their knowledge of current issues, research and development in mathematics education. Issues relating to online pedagogy and the use of learning technologies are also examined.

#### **Secondary Awards:**

**Bachelor of Teaching (Secondary)/Bachelor of Arts**

**Bachelor of Teaching (Secondary)/Bachelor of Science**

**Bachelor of Teaching (Secondary)/Bachelor of Health Sciences**

**Bachelor of Physical Education**

Within these courses, **all students** are required to undertake the following two units:

*ECL302 Literacy Across the Curriculum*. This unit focuses on the language demands of subject specific teaching areas, and includes such areas as the role of language in learning, the language of textbooks and how to read them, and strategies to develop students' language learning and understanding.

*ESM300 Numeracy Across the Curriculum*. This wholly online unit focuses on the nature of numeracy and its role in everyday life, the professional numeracy and ICT literacy demands of the teaching profession, the inherent numeracy demands and opportunities within different curriculum areas and the development of relevant teaching strategies to respond to these, ways of creating interactive and collaborative online learning environments, and the potential and limitations of online pedagogy.

**Student teachers training to teach English or English as a Second Language** in secondary schools undertake two English or English as a Second Language Curriculum Study (methodology) units. In addition, students training to become English teachers are required to complete a minimum of two linguistics units and four literature units from the Faculty of Arts. Within the Faculty of Education, they are required to take the following units:

*ECL261 English Education A.* This unit examines issues in the teaching of language/English curriculum years 7-10, and includes a focus on the development of literacy and oracy skills in these years, English curricular models, teaching literary and other texts in print and nonprint forms, relationships between language and learning, and the analysis of language development theories.

*ECL262 English Education B.* This unit focuses on the post-compulsory years. Content includes senior English, Literature and Language studies, text response, the further development of writing, argument, curriculum and assessment models, and historical and contemporary perspectives on English curriculum.

In addition, students wishing to further specialise have the following four optional units available to them:

*ECL467 Reader and Text, ECL468 Research in English Education, ECL469 Language Development and New Technology, and ECL470 Children's Literature in the Classroom*

**Student teachers training to teach mathematics** in secondary schools are required to complete an appropriate major or sub-major in mathematics in the Faculty of Science and Technology. In addition they undertake the following two Mathematics Curriculum Study (methodology) units in the Faculty of Education:

*ESM224 Mathematics Curriculum Study.* This unit examines the teaching of mathematics in years 7-10, focusing on issues such as the role of computers and calculators, problem solving and investigation, alternative forms of assessment, and various approaches to teaching. Other topics include the way in which curricula are designed and developed, Issues of numeracy and the teaching of various areas of mathematics.

*ESM225 Senior Mathematics Curriculum Study.* This unit focuses on the post-compulsory years. It includes a study of the structure, design and content of the senior Secondary levels of mathematics, with particular emphasis for Victorian students on VCE and its mathematics units, as well as mathematics in the Victorian Certificate of Applied Learning. Other students are expected to use the relevant senior curriculum document and the teaching of these units with particular emphasis on method, assessment and organisation.

In addition, students wishing to further specialise have the following optional units available to them:

*ESM415 Problem Solving in the Mathematics Classroom and ESM433 Exploring Space and Number.*

### **Bachelor of Teaching (Primary and Secondary)**

Students undertaking this course become qualified to teach at both primary and secondary levels, and have a strong grounding in both primary and secondary curriculum. At primary level, all students undertake three units centring on literacy education in an integrated setting, two units focusing on mathematics, science and technology and one unit on literacy and numeracy in the middle years.

All students also undertake units in two Secondary Curriculum Studies areas, which may include English, English as a Second Language, or Mathematics, as outlined earlier.

Units concerned with literacy and numeracy education in this degree include:

*ECJ411 Language, Dance, Drama, SOSE: Education.* This unit attends to issues relevant to the teaching of students (prep to year 6) with a specific focus on literacy learning in the early years and creative and performing arts.

*ECJ412 SOSE, Language, Music: Education.* In this unit, students expand their understanding of the nature of the curriculum, pedagogy and assessment of studies of society and environment, language and music education, and the implications for teaching.

*ECJ413 Visual Arts, Language, SOSE: Education.* In relation to language education and literacy, students explore a multiliteracies approach that specifically focuses on visual literacy, digital literacy and critical literacy.

*ESJ420 Developing Understanding of Mathematics, Science and Technology.* This unit examines the nature of the curriculum, pedagogy and assessment of Mathematics, Science and Technology Education and the implications for teaching, with a particular focus on understanding how children develop scientific and mathematical concepts and ways to construct stimulating integrated learning environments in primary schools.

*ESJ421 Effective Teaching of Mathematics, Science and Technology.* The focus of this unit is on developing strategies to provide challenging, coherent, engaging and inclusive learning experiences for children, the planning of units of work, and the selection and use of appropriate resources, including information and communication technologies.

*EXC510 Bridging the Gap: Mathematics and Language Education in the Middle Years.* This unit examines issues related to mathematics and language education in the middle years, with a focus on managing a range of student literacy abilities across key learning areas, including reading comprehension strategies, writing factual texts across subject areas, information literacy and the use of multimedia. Students examine approaches and strategies for providing additional assistance in reading and writing.

## **7.2 Vocational education courses.**

### **Teaching Vocational Education and Applied Learning Courses**

There are several forms of vocational and applied learning in schools:

- VET in Schools programs
- School based new apprenticeships, including traineeships
- Applied learning programs as they are provided within Victoria's Certificate of Applied Learning
- Applied learning pathways in the middle years
- Enterprise education

These vocational and applied learning forms bring with them a number of challenges for teachers and, in turn, for teacher educators. These challenges include:

1. A valuing of vocational learning and vocational outcomes that is equal to more traditionally provided academic learning, demonstrated on a local level by the findings of the *Evaluation Report of VCAL 2002 Trial* in Victoria;
2. The pedagogies that are relevant to vocational learning, and that include skills development within schools, within registered training organizations (including TAFE institutes), and within workplaces;
3. Engaging with new teaching methods structures that suit the more general and integrated approaches taken to skills and knowledge development within VET and Enterprise Education;
4. Support for teachers and students who are participating in vocational learning programs within schools;

5. An understanding on the part of teachers of the Australian Qualifications Framework (AQF), its stakeholders, its qualifications, and the occupations and employers that it serves;
6. The pathways that contemporary students may follow in pursuit of vocational learning, and the fractured nature of these pathways for some students;
7. The development and maintenance of effective partnerships with registered training organizations, workplaces and Local Learning and Employment Networks (LLENs).

A further issue of relevance to teacher education institutions lies in seeking to achieve a level of consistency between State and Federal policies associated with relevant matters such as the recognition of prior learning and quality assurance for teacher registration purposes.

Since 1998 Deakin University has recognised the importance of vocational learning in the government and corporate sectors, in RTOs, in schools, and in NGOs. The development of the Master of Professional Education and Training program, commencing in 1998, was a significant response to the developing interest in systematic accredited training and professional development in a broader context of human resource development. The Masters program, and its companion Graduate Certificate, have continued to attract significant enrolments since its inception.

In 2003 the University recognised the need for a qualification that prepared teachers, on a pre-service basis, for vocational and applied learning roles within secondary schools. The University worked closely throughout 2004 with the business community in the Geelong Region, with the Local Learning and Employment Network, the Area Consultative Committee, and the Victorian Institute of Teaching, to develop a new Graduate Diploma in Education (Applied Learning). The staff involved in the development and teaching of the Masters program formed a nucleus of skills and knowledge, and other new staff were added with recent experience in vocational teaching, learning, and management within the schools sector.

Significantly, that new program (commencing in 2005), provides a number of pathways to entry, including recognising the prior learning of people who have had significant careers in business and in the trades to facilitate their entry to the program. The program outline is shown in Appendix C. The new program is designed specifically to address the issues noted in points 1 to 7 above. Besides units of study concerned with teaching and learning in a broader sense, the Diploma focuses on the management and teaching for vocational and applied learning outcomes among secondary students who wish to pursue careers separate from those that would normally require university qualifications.

However, the new program has presented new challenges to traditional teaching methods areas that inform the teacher registration processes. The resolutions of these challenges will require the development and accreditation of more generic post-compulsory teaching methods to be adopted for registration. For example, there is currently no broadly accredited method located clearly within VET in Schools or vocational learning, to sit alongside the more traditional and discipline-focussed methods. The new program also recognises that, currently, it is common for schools to outsource vocational teaching to RTOs to access the industry skills required of VET teachers – skills that are usually lacking in schools where traditionally disciplined-based teachers have been predominately employed. Accordingly, selection and partnership development with RTOs is a key focus of the course, alongside the development of skills in vocational and applied learning pedagogy.

The delivery mode of the course utilises school sites, local learning and employment networks and community resources to provide an applied and more contextual approach to teacher education. Situated and life-long learning in the workplace is a key focus for the course, as is the management of such learning as it takes place within operating workplaces. The development and maintenance of partnership arrangements with

participating employers and community members is also dealt with in the program to meet the new demands on teachers and schools for more contextualised and vocational learning arrangements with industry. Components of the course are delivered online and in other resource-based independent learning modes. That delivery mix is intended to support ongoing learning while students are located in workplaces. Additionally, those delivery modes are also designed to provide valuable first-hand experience to students in flexible and blended learning – forms of learning with considerable currency within VET.

The program is not only designed to develop skills and knowledge necessary to vocational teachers in schools. It is expected that graduates of the program will view themselves as teachers whose career is forged within vocational and applied learning pathways, and whose self-identity is similarly located. The program is designed to meet demand for a growing number of professional teachers who see their contribution and careers in vocational learning and applied learning. In 2005, Deakin University enrolled 32 full-time and 28 part-time students in the new course. Additionally, there is a significant number of students currently seeking access to the course through the pathways program. It is anticipated that demand for the course will increase in 2006 as the university considers marketing and delivery beyond its Geelong campus.

In addition to these developments in vocational and applied learning, the Faculty is involved with the Geelong Australian Technical College Planning Group. Faculty staff are active members of this Group engaging with industry and other education community representatives in the development of a proposal for the Geelong region Australian Technical College. It is anticipated that the Faculty's resources in teacher pre-service education and ongoing professional development of teachers will be a valued adjunct to the College in this region.

### **7.3 Examine the preparation of primary and secondary teaching graduates to effectively manage classrooms.**

All Deakin University Faculty of Education graduate teachers complete a compulsory core unit entitled 'Creating Effective Learning Environments' which deals in part with classroom management skills. Classroom management is presented as comprised of pro-active and re-active components with the former involving the development of lessons and classroom environments which are engaging, challenging, inclusive and supportive of all learners. The Faculty promotes the view that the need to implement re-active classroom management strategies is reduced significantly by the creation of lessons which meet the needs and interests of learners.

Student teachers become familiar with a range of pro-active and re-active management approaches with a view to developing their own preferred style in collaboration with their school-based practicum supervisors. The Faculty does not promote a particular management approach, preferring instead to expose the student teachers to a range of alternatives. Student teachers are required to develop a series of graduated re-active responses to common classroom inappropriate behaviours and to incorporate the planning of these responses within their lesson plans whilst on practicum.

### **7.4 Preparing graduates to successfully use information technology.**

Deakin University recognises the growing importance of the online environment in higher education and that preparing students for future success means providing them with the tools to work effectively in a world increasingly dominated by information and communication technologies.<sup>2</sup>

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<sup>2</sup> Deakin University Teaching and Learning Functional Plan 2005 - 2007



Implementation of the Deakin Online Management Plan 2003 – 2007 has ensured that online teaching and learning is well entrenched in units and courses. In 2001, Faculties reported that 87% of units had some online presence and 27% were web dependent. From 2004, commencing undergraduate Bachelor degree students will participate in unit based online activities and will complete at least one unit of study fully on-line.

Technological developments have enabled the Faculty to increase its range of innovative teaching methods. Computer networking, chat lines, electronic conferencing, the internet, email communication with staff and on-line teaching are choices available to unit teams.

The Faculty uses electronic conferencing software and delivers courses online through Deakin Studies On-line using 'WebCT Vista'.

The Faculty has multi-media laboratories at the Melbourne campus at Burwood and at the Geelong campus at Waurn Ponds, which enable staff to explore and further develop applications of technology to teaching.

The Education Studies Major is supported by the Education Studies Online website. Education Studies Online (ESO) is a learning *and* teaching environment that offers a wide range of integrated features such as learning activities, media resources, conferences, comment lists, email for feedback, a private, developmental, professional portfolio, and a professional journal. These resources can be significantly practical, collaborative, reflective, and iterative and students are encouraged to engage and experience the developmental processes in the environment. The experiences gained in using ESO will help develop student's competencies in using information and communications technologies more effectively in their classrooms.

All students are supported by the Deakin Learning Toolkit CD-ROM which contains all the programs necessary to access email, on-line courses and the web.

At both campuses, academic staff and students use the Mobile Teaching Facilities, a set of laptop computers equipped with wireless networking, peripheral devices such as a data projector, printers, scanners, video cameras, Logo robotic cards, MIDI keyboards etc and appropriate software. These facilities provide students with opportunities to integrate Information and Communication Technologies into a variety of teaching and learning situations, to apply ICT to specific Key Learning Areas, and to develop their own competence and confidence in using ICT and their use in schools.

Each curriculum area is required to engage in the study of the applications of technology to its field. For example, in Arts education extensive on-line materials are available for students particularly in visual art and music.

## **7.5 Preparing graduates to deal with bullying, disruptive students and dysfunctional families.**

The Faculty offers two units to pre-service teaching students that deal with the management and prevention of bullying. Units '*The Psychology of Classroom Social Behaviour*' and '*Student Welfare and Behaviour Management*' are offered as Education elective studies to fourth-year students undertaking the Bachelor of Teaching (Secondary) combined with either a Bachelor of Arts, Bachelor of Health Sciences or Bachelor of Science course.

'The Psychology of Classroom Social Behaviour' focuses on developing effective social skills in students and teachers, positive classroom climates and strategies to assist socially withdrawn children or those with negative patterns of peer interaction. This experiential unit challenges students to explore the group dynamics of classrooms and schools, with particular reference to bullying.

The prevention of bullying is achieved through the development of positive relationships, teaching pro-social values, teaching social skills and establishing a friendly and caring school culture. The Student Welfare and Behaviour Management unit look at strategies for achieving these outcomes.

The issue of dysfunctional families is addressed in relation to child abuse in the fourth-year elective unit, 'Child Protection: The Teacher's Role'.

#### **7.6 Preparing graduates to deal with children with special needs and/or disabilities.**

Deakin courses do not include any units specifically oriented towards special needs or disabilities. Consideration of these issues is integrated into the Education Studies Major units where a key theme is diversity and catering for diverse learners (including students with special needs or disabilities) and in the various curriculum units.

#### **7.7 Preparing graduates to achieve accreditation.**

In addition to the University course accreditation process, the Faculty of Education is required to seek course accreditation from the Victorian Institute of Teaching. The Faculty must submit a formal proposal for course approval, clearly articulating the ways in which units of study and particularly the professional experience component, prepare graduates to meet the guidelines for registration. This process occurs on a five yearly basis, at the same time as the courses are reaccredited by the University.

Through the selection process, special attention is given to the pre-requisites required for registration and students are not selected unless they will be able to achieve registration by the end of the course.

#### **7.7 Preparing graduates to deal with senior staff, fellow teachers, school boards, education authorities, parents, community grounds and other related government departments.**

These issues are specifically addressed in the final year of the Education Studies Major. Students enrolled in our four-year Bachelor of Education (Primary) and Bachelor of Teaching (Secondary) courses undertake a two unit sequence titled EXE 401 Professional Relationships and EXE402 Transition to Beginning Teaching. Our graduate entry students undertake the unit EXE505 Becoming a Professional Educator.

The units focus on professional relationships within the school and the wider social, economic and political context. Students examine the collegial and ethical responsibilities of being a professional educator, the development of understanding of self as a professional and of what professionalism means in practice. Time is spent in schools and case studies are undertaken to ensure that students are prepared for schools as institutions and gain the knowledge to take their place on the staff in a school. The units are organised around the themes of essential professional knowledge and legal requirements, schools as institutional work sites; the design and conduct of practitioner research tasks, the development of skills and mentor relationships that assist survival in school environments and the opportunity for professional practice.

### **8. Examine the role and input of schools and their staff to the preparation of trainee teachers.**

Students are required for registration purposes (and for award of their degree) to have completed, over the duration of their course, a minimum number of supervised school experience days in

primary and/or secondary schools. For the Bachelor of Education (Primary), Bachelor of Physical Education and Bachelor of Teaching (Secondary) combined courses, the requirement is 80 days. Students enrolled in the graduate entry Bachelor of Teaching (Primary and Secondary) complete 90 days and graduates of the Graduate Diploma of Education (Primary), (Secondary) and (Applied Learning) courses undertake 45 days of supervised experience.

Students enrol in a sequential series of school experience units and in most instances, undertake one placement each semester concurrently with their teacher education studies.

Placements are organised through our Professional Experience Office with students being placed in a range of schools within the State or Australia.

At Deakin University the various teaching courses are well known for their close partnership programs with schools, their staff, children and parents and the wider educational community. In addition to the compulsory Practicum experiences, many of the pre-service courses take student teachers out of the campus based classrooms and into either school based or community based sites.

The two-year Bachelor of Teaching (Primary and Secondary) degree offered at our Melbourne campus at Burwood and Geelong campus at Waurm Ponds utilises a range of educational settings. In their first and second semester, student teachers are based weekly in a school setting for one of their educational units (a literacy focus for the first semester and a numeracy focus for the second). Practising teachers, teacher educators and teams of student teachers work closely together to negotiate learning projects that fit within both the school program and that of the content of their campus based unit. Students in this program also visit an educational setting to learn from teachers working in either the Melbourne Zoo, Melbourne Museum, Immigration Museum or CERES Environmental Park. Visiting teachers, principals and members of various education organisations regularly present seminars to all students in their education major subjects. The majority of the teaching staff of the Bachelor of Teaching (Primary and Secondary) teach in Victorian classrooms along with the student teachers and practising teachers to model particular teaching strategies.

In the Bachelor of Education (Primary), our four year degree, offered at the Melbourne campus at Burwood, the Geelong campus at Waurm Ponds and the Warrnambool campus, student teachers at each year level have various opportunities to work with teachers who have had recent classroom experience. In both their Maths and Science units, student teachers plan, implement and reflect on teaching strategies in the classroom setting with teachers and teacher educators. In the 4<sup>th</sup> year of the program, student teachers enrolled in our Professional Relationships unit work closely with teachers and parents to further strengthen their understanding of the work and role of a teacher. For example, staff from Highvale Secondary College and Brandon Park Primary School host student teachers at the school site and contribute to the seminars. In addition, staff from both schools have been involved in smaller student breakout discussion groups after seminars conducted at Highvale Secondary College. Through the Australian Education Union an opportunity for a sharing of experience has been established with first year practicing teachers and the fourth year students. This provides students with the opportunity to talk/liase with a first year out teacher on a two to one basis.

A further initiative within the Bachelor of Education (Primary), is the Associate teacher program, a partnership between Faculty of Education at Deakin University and St. Michael's Grammar School. The program provides students in the Bachelor of Education with an opportunity to be placed in a school during the last year of the course while still undertaking studies. The students are expected to commit to the program for the full school academic year. Students complete their placement in the school and are exposed to a wide range of other experiences. Students become an integral part of the co-curricular program, coaching teams and working in the outdoor education program. This is a great opportunity for students to work within the wider context and culture of the school, establish relationships with students and staff, and develop confidence in teaching skills. One special attribute of the Associate Teacher Program is that each student has three mentors. A mentor is allocated for each discipline area, as well as a mentor for personal development. In the Bachelor of Education program offered on the Warrnambool campus, a series of evening seminars has been offered to students. These include;

- How to communicate with parents (Speaker Ms Paula Emry, Warrnambool East Primary School)
- Reading recovery (Speaker Ms Anne O'Brien, Warrnambool Primary School)
- Incorporating music in your classroom (Speaker Mr Michael Keyburn, Port Fairy Consolidated School)
- The CSF – what, why, where and when... (Speaker Mr Matthew O'Brien, St Pius X Primary School)

In the secondary courses, many of the Deakin teaching staff work closely with Secondary teachers to not only consolidate teaching skills but to also benefit the school community through professional development opportunities. For example, staff from the Drama and English faculties of our closest secondary college, Mt Scopus, collaborated with a drama lecturer to design a project to offer an alternative practicum experience for Deakin student teachers. A team of four drama education student teachers worked in collaboration to create a Theatresports event at Mt. Scopus College. The students planned, co-ordinated and presented workshops across every year level. They returned to the school to run a Theatresports competition over three days. The partnership between the school and the University faculty was strengthened due to the students' ability to create a large cross-curricula event within the school. The students benefited from the opportunity to plan and implement the event.

The Faculty also encourages students to be involved in a range of different interactions with schools and the wider school community. For example, third year students at our Warrnambool campus have undertaken their core Science unit studies as part of a school based program with Cobden Primary School. Fourth year students have combined their involvement in the Fun4Kids Festival with an assessment task for unit ECA409 Teaching the Arts in Primary Schools.

The Global experience is a Deakin initiative that enables student teachers to experience teaching in an alternative setting. Student teachers can participate in a teaching experience in Canada, Vanuatu, India, Ghana and the Northern Territory.

## **9. Investigate the appropriateness of the current split between primary and secondary education training.**

Increasingly, the primary/secondary split is becoming artificial. School education in Victoria is moving towards a more staged developmental pattern – early years, middle years and later years. In regional and rural areas where P-10 schools are prevalent, the primary/secondary designation also provides barriers to flexible staffing.

At Deakin University, as well as our large Primary and Secondary programs, we also offer the very popular Bachelor of Teaching (Primary and Secondary). As the title indicates, this graduate entry award prepares teachers for teaching in both primary and secondary settings.

We achieve very high employment outcomes for graduates of this program. It is perhaps a reflection upon the challenges of secondary education that the majority of students flowing through this program elect to teach in the primary setting.

Even in our separate Primary and Secondary programs, however, we place emphasis upon the middle years of schooling and middle years pedagogy.

The Faculty of Education at Deakin University would welcome recommendations that made the boundaries between this traditional organisation of schooling more permeable.

## **10. Examine the construction, delivery and resourcing of ongoing professional learning for teachers already in the workforce.**

The Faculty offers a range of articulated postgraduate Graduate Certificate and Master of Education courses that have been developed for professional educators looking to advance their qualifications and knowledge.

The Graduate Certificate of Education or Master of Education are offered as a general course of study or a course with an appellation defined by a unit set in the areas of:

- Arts Education
- Curriculum Studies
- Educational Leadership and Administration
- Enterprise Education and Applied Learning
- Information Technology Education
- Language and Literacy Education
- Mathematics Education
- Physical and Health Education
- Professional Development (Graduate Certificate Level only)
- Science and Environmental Education
- Special Educational Needs
- Teaching English to Speakers of Other Languages
- Teaching Languages Other Than English

The Graduate Certificate of Education comprises 4 units of study and the Master of Education requires 8 units for completion. A variety of coursework and research options is available for completion of the Master of Education. Please refer to Appendix D for further details.

Alternatively, the Consultancy and Development Unit of the Faculty of Education offers a Framework for Accredited Teacher Professional Development and Non-Accredited Professional Development Programs for teachers. Accredited modules can be credited towards a fourth-year, Graduate Certificate of Education (Professional Development) or Masters degree. Non-Accredited Professional Development Programs are shorter in length and can be tailored to meet the specific needs of the school or cluster.

In addition, Faculty of Education staff contribute to the professional development of teachers in schools. For example, the Victorian Education system has introduced a major initiative 'Principles of Learning and Teaching'. The Consultancy and Development Unit won the tender to provide the professional development to support this new initiative and the new Certificate of Applied Learning.

## **11. Examine the adequacy of funding of teacher training courses by university administrations.**

All of the preservice teaching courses offered to domestic students by Deakin University have Commonwealth Supported places. A small number of places are offered to domestic fee paying students but acceptance rates vary across courses and campuses. The highest number of fee paying domestic students are enrolled in the Bachelor of Education (Primary) at the Melbourne campus at Burwood. This course is one of the top 10 courses for first preferences listed in the VTAC Guide and the only Education course indicating the influence of market forces on demand for places.

The University receives Commonwealth funding according to its agreed course profile. Within the University, the funding is allocated to Faculties based on the taught load of each Faculty, that is, each Faculty is funded on the units of study taught by that Faculty.

Undergraduate courses in the Faculty comprise a mix of Education units and units from other Faculties as can be seen from the course structures. Graduate entry courses are taught entirely by the Faculty of Education. While the costs of teaching units are covered by the funding of taught load, there is little additional funding provided to the Faculty to cover the administrative costs of managing the total owned load, that is, all students enrolled in Education courses at Deakin. This anomaly is aggravated by the stepped structure of the four year undergraduate courses providing more funding to the other Faculties in the early years when there are greater numbers of students to administer.

To acknowledge that some units of study are more resource intensive than others, the University applies a weighting to units in particular discipline categories. The University allocates a weighting of 1.5 to each unit taught by the Faculty of Education in the discipline codes of 070100 Teacher Education General, 070103 Teacher Education Primary and 070105 Teacher Education Secondary. This weighting provides additional funding to cover the costs of the compulsory practicum component of the preservice courses which includes payments to schools for supervision.



## SELECTION TO UNDERGRADUATE AWARDS (HIGHER EDUCATION) - OPERATIONAL POLICY

Approved by Academic Board on 04 December 2003

This document made pursuant to Admission, Assessment and Academic Progress - Enabling Policy - 

***This policy came into effect on 31 March 2004 and incorporates all amendments to 26 August 2004.***

### LEGISLATION

- [Deakin University Act 1974](#)
- [Higher Education Funding Act 1988](#)

together with the following Statutes and Regulations of the University

- [Statute 5.1 Admission to Courses](#)

### POLICY

1. Deakin University is committed to maintaining high academic standards and will select from eligible applicants those most likely to succeed in its courses.
2. Applicants shall meet the admission requirements of the University and any prerequisites and extra requirements specified for their proposed course of study.
3. Applicants shall not be discriminated against on the grounds of gender, sexual preference, marital status, age, pregnancy, disability, ethnic origin, or political or religious affiliations.
4. The Academic Board approves principles and rules of selection for undergraduate courses.
5. Faculty admission and selection committees are responsible for determining rules of selection in accordance with the principles and middle band selection criteria approved by the Academic Board.
6. Course selection committees are responsible for the selection of students on behalf of the Academic Board in accordance with the approved rules of selection. There will be a course selection committee responsible for each undergraduate course. Each course selection committee shall comprise at least three staff two of whom shall be academic staff members.
7. Middle-band selection criteria apply to current VCE students seeking selection under normal eligibility criteria to undergraduate award courses other than those for which the Chair of the Academic Board has given exemption.
8. The Academic Board shall monitor compliance with this policy consistent with its responsibilities to Council for the maintenance and monitoring of academic standards after considering annual compliance reports from faculties in a form approved by the Academic Board.
9. Deakin University selects from applicants applying through the Victorian Tertiary Admissions Centre (VTAC) and from applicants applying directly to Deakin University for selection into specific courses.
10. Deakin University sets quotas for Commonwealth-funded places in courses, and also sets a quota for

any such places to be filled by direct-entry applicants.

11. Current year 12 applicants are not eligible for selection for off-campus enrolment in any course in the year immediately following the completion of year 12.
12. The selection of direct-entry applicants may be undertaken earlier than the selection of VTAC applicants.

### **Other Supporting Documents**

- [Selection to Undergraduate Awards \(Higher Education\) procedure](#)
- [Arts Faculty Rule - Admission and Selection of International Tuition Fee-Paying Students \(Undergraduate\)](#)
- [Arts Faculty Rule - Selection for Undergraduates Courses](#)
- [Business and Law Faculty Rule - Admission and Selection to Bachelor of Commerce \(Off Campus\) - Direct Entry](#)
- [Business and Law Faculty Rule - Admission and Selection and Procedures for Employer-Funded Applicants](#)
- [Business and Law Faculty Rule - Re-admission to Undergraduate and Postgraduate Award Courses](#)
- [Business and Law Faculty Rule - Selection for Undergraduate Courses: Use of Quotas for On-Campus Commonwealth-Funded Places](#)
- [Business and Law Faculty Rule - Selection of International Tuition Fee-Paying Students Completing Australian Year 12 Programs \(VCE or Equivalent\)](#)
- [Business and Law Faculty Rule - Selection to Undergraduate Courses - Inter-Campus Transfer](#)
- [Business and Law Faculty Rule - Selection to Undergraduate Courses Including Combined Courses - Course Transfer](#)
- [Business and Law Faculty Rule - VTAC Selection for Undergraduate Courses \(other than Law and combined Law courses\)](#)
- [Business and Law Faculty Rule - VTAC Selection for Undergraduate Places in Law and Combined Law Courses](#)
- [Education Faculty Rule - Selection for 2005 Academic Year](#)
- [Education Faculty Rule - Selection of International Tuition Fee-Paying Students \(Undergraduate\)](#)
- [Health and Behavioural Sciences Faculty Rule - Admission and Selection of International Tuition Fee-Paying Students \(Undergraduate\)](#)
- [Health and Behavioural Sciences Faculty Rule - Selection for Undergraduate Courses of Commonwealth-Funded Places](#)
- [Health and Behavioural Sciences Faculty Rule - Selection to Undergraduate Awards \(Higher Education\)](#)
- [Science and Technology Faculty Rule - Admission and Selection for Undergraduate Award Courses](#)
- [Science and Technology Faculty Rule - Admission and Selection of International Tuition Fee-Paying Students \(Undergraduate\)](#)

### **Responsibilities**

The Chair of the Academic Board is assigned as the responsible person/compliance officer for the policy and any related procedures.

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## **SELECTION TO UNDERGRADUATE AWARDS (HIGHER EDUCATION) - PROCEDURE**

Approved by Academic Board on 04 December 2003

This document made pursuant to Selection to Undergraduate Awards (Higher Education) - Operational Policy - 1

*This procedure came into effect on 25 July 2003 and incorporates all amendments to 3 March 2005.*

### **PROCEDURE**

#### **VTAC Student Selection**

##### **Selection of Commonwealth-supported Students**

1. Course selection committees consider those applicants who have met the University's eligibility for admission criteria and produce one or more rank orders of applicants according to the faculty rules of selection as approved by the Academic Board.
2. The Clearly-In ENTER (being the score at or above which every current year 12 student who applied for that course and was eligible was offered a place) is established in the VTAC operated selection process when offers are made.
3. Subject to paragraph 7 of the Selection to Undergraduate Awards (Higher Education) policy, an additional 20% or more of eligible school leaver applicants will be selected on the basis of approved middle-band selection criteria.
4. Course selection committees may use sub-quotas of V-type and E-type applicants to make selections. They are required to compare the quality of these applicants in order to determine the final selection and size of these groups. For each sub-quota the course selection committees will then determine a final rank order of applicants who meet the University's eligibility for admission criteria after consideration of any documentation provided as part of the University's access and equity program.
5. No current year 12 applicant may be selected with an ENTER score or equivalent of less than 50 unless his or her ENTER score or equivalent is modified as a result of the application of middle-band selection criteria to 50 or above.

##### **Selection of Non-School Leaver Applicants**

6. Course selection committees determine the level of performance, based on rules of selection approved by the Academic Board, that enable a non-school leaver's academic merit to be compared to the ENTER score and conditions by which school leaver applicants have been ranked. Course selection committees apply these principles to eligible non-school leaver applicants, and may use sub-quotas to establish one or more final rankings.

##### **Selection of Fee-paying Australian Students**

7. No current year 12 applicant may be selected with an ENTER score or equivalent of less than 50 unless his or her ENTER score or equivalent is modified as a result of the application of middle-band selection criteria to 50 or above.
8. Course selection committees determine the level of performance, based on rules of selection approved by the Academic Board, that enable a non-school leaver's academic merit to be compared

to the ENTER score and conditions by which school leaver applicants have been ranked. Course selection committees apply these principles to eligible non-school leaver applicants, who are then ranked with the school leaver applicants to form the final rank order.

9. Subject to the conditions and restrictions outlined in the *Higher Education Funding Act 1988* and subsequent federal legislation, course selection committees will ensure that only fee-paying Australian applicants with an ENTER score or comparable qualification/s of not more than 5 ENTER points below the Clearly-In ENTER for the course are selected into the award program for which the applicant has applied.

#### **Selection of Fee-paying International Students**

10. The Academic Board shall approve the rules of selection applicable to international students including the equivalence between international qualifications and VCE qualifications.
11. No current year 12 applicant may be selected with an ENTER score or equivalent of less than 50 unless his or her ENTER score or equivalent is modified as a result of the application of middle-band selection criteria to 50 or above.
12. Course selection committees, in consultation with Deakin International, must ensure that course prerequisites or their equivalents have been satisfied; that English language requirements have been satisfied; and that the applicant is likely to succeed in the proposed course of study.
13. International on-campus and offshore students may only enrol in courses which have been registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). International off-campus students may enrol in courses which are or are not CRICOS-registered.

#### **Direct-entry Student Selection**

#### **Selection of Commonwealth Government-supported Students**

14. Course selection committees shall ensure that all direct-entry applicants meet the criteria established by the Academic Board having regard to the applicant's entire academic record and other experience, and any other criteria approved by the Academic Board.

#### **Selection of Fee-paying Australian Students**

15. Subject to the conditions and restrictions outlined in the current Schedule of the *Higher Education Funding Act 1988* and subsequent amendments, course selection committees may approve the selection of fee-paying Australian applicants into each award program. No fee-paying Australian applicant will be admitted with an ENTER score more than 5 ENTER points below the relevant Clearly-In ENTER score for the course.

#### **Selection of Fee-paying International Students**

16. The Academic Board shall determine, on advice from faculty admission and selection committees, the rules of selection applicable to international students including the equivalence between international and VCE qualifications.
17. Course selection committees, in consultation with Deakin International, must ensure that course prerequisites or their equivalents have been satisfied; that English language requirements have been satisfied; and that the applicant is likely to successfully complete the proposed course of study.
18. International on-campus students may only enrol in courses which have been registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). International off-campus and offshore students may enrol in courses which are or are not CRICOS-registered.

#### **Selection of Students into Employer-funded Courses**

19. The Academic Board shall determine, on the advice of faculty admission and selection committees, the rules of selection for applicants for selection into employer-funded courses.

20. Course selection committees, in consultation with DeakinPrime, must ensure that course prerequisites or their equivalents have been satisfied and that the applicant is likely to successfully complete the proposed course of study.

### **Readmission to Courses**

21. Students who have discontinued a course or allowed their enrolment to lapse and who wish to resume the same course of study must apply for readmission. Faculties may readmit these students at their discretion provided that the student can complete the course within the maximum period of candidature.

### **Transfer of Fee-paying Australian Students to Commonwealth-Funded Places**

22. Australian students who commence studies on an undergraduate full fee paying basis may be considered for transfer to a Commonwealth place provided they satisfy both the following requirements:
- completion of at least eight (8) credit points of study in the first equivalent year of full-time study and
  - attainment of a 'credit' average or better in the assessment of the first eight (8) credit points in the study.

### **Compliance Monitoring**

23. Faculties will provide to Academic Board's Admission and Selection Committee biannual compliance reports following selection for the first and second semesters each year. These reports will show:
- the numbers of students admitted in each of the groups under Deakin's Access and Equity Program, and the most recent statistics showing their pass rates
  - the numbers of VTAC and direct-entry students and the most recent statistics showing their pass rates
  - the numbers of fee-paying Australian students, fee-paying international students and students in employer-funded courses, and the most recent statistics showing their pass rates
  - the ENTER scores of fee-paying Australian students shown in relation to the Clearly-In ENTER score for the equivalent HECS course
  - any instances of student selection outside the selection policies, procedures and rules framework, and the processes established to ensure such selection decisions are not made in the future
  - any other information requested by the Academic Board's Admission and Selection Committee.
24. Deakin International will provide to Academic Board's Admission and Selection Committee biannual compliance reports following selection for the first and second semesters each year. These reports will provide information set out in the [template attached](#).
25. Faculties will report annually, through faculty boards to the Academic Board at its October meeting, the membership of course selection committees and of faculty admission and selection committees.

### **Definition**

Category of applicants: this may denote groups of applicants according to eligibility category, application pathway, mode or place of study and whether fee-paying or Commonwealth-funded place.

### **Other Supporting Documents**

- [Deakin International Biannual Compliance Report template](#)

### **Responsibilities**

The Chair of the Academic Board is assigned as the responsible person/compliance officer for this procedure.

***Approved by the Academic Board on 4 December 2003.***


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## EDUCATION FACULTY RULE - SELECTION FOR 2005 ACADEMIC YEAR

Approved by Academic Board on 03 June 2004

This document made pursuant to Selection to Undergraduate Awards (Higher Education) - Operational Policy - 

These Faculty of Education rules are pursuant to the Selection to Undergraduate Awards (Higher Education); Admission to Postgraduate Awards (Coursework); Selection to Postgraduate Awards (Coursework) operational policies.

### RULES

#### Rules of Selection for On Campus Undergraduate Courses – VTAC

##### 1. Bachelor of Physical Education

- Normal Entry – satisfactory completion of VCE (minimum ENTER 50) with Units 1 – 4: two units (any combination with no more than one at unit 1) of General Mathematics, Mathematical Methods, Further Mathematics or Specialist Mathematics. Units 3 and 4 – a study score of at least 25 in English (any).
- Middle band – a study score of at least 25 in any of biology, chemistry, health and human development, mathematics (any), psychology or physical education = an ENTER 1 point higher per study, to a maximum 2 points.
- Extra requirements – all applicants must meet any prerequisites or extra requirements specified for their choice of discipline studies for their second teaching method selected from arts, science or health sciences.
- Non-Year 12 – Ranking based on any combination of Physical Education personal particulars form outlining work history or relevant TAFE study, academic results including any previous ENTER score, GPA equivalent to credit average for any complete or incomplete tertiary study or STAT test greater than 75.
- Extra requirements – all applicants must meet any prerequisites or extra requirements specified for their choice of discipline studies for their second teaching method selected from arts, science or health sciences.

##### 2. Bachelor of Education (Primary)

- Normal Entry – satisfactory completion of VCE (minimum ENTER 50) with Units 1 – 4: two units (any combination with no more than one at unit 1) of General Mathematics, Mathematical Methods, Further Mathematics or Specialist Mathematics. Units 3 and 4 – a study score of at least 25 in English (any).
- Middle band – A study score of at least 30 in one of English or mathematics = an ENTER 0.5 points higher per study to a maximum of 1 point.
- Extra requirements – applicants must meet any prerequisites or extra requirements specified for their choice of elective major discipline sequence selected from Arts, Science or Health Sciences.
- Non-Year 12 – Ranking based on any combination of VTAC Pi form outlining work history or relevant TAFE study, academic results including any previous ENTER score, GPA

equivalent to credit average for any complete or incomplete tertiary study and/or STAT test greater than 75.

- Extra requirements – applicants must meet any prerequisites or extra requirements specified for their choice of elective major discipline sequence selected from Arts, Science or Health Sciences.

### **3. Bachelor of Teaching (Secondary) / Bachelor of Arts**

- Normal Entry - satisfactory completion of VCE (minimum ENTER 50) with study score of at least 25 in Units 3 and 4 of English.
- Middle band – a study score of at least 20 in a LOTE (any) = an ENTER 2 points higher to a maximum of 2 points.
- Extra requirements – applicants must meet any prerequisites or extra requirements specified for their choice of major discipline sequence selected from Arts (see Arts entry for dance, drama, media arts or visual arts).
- Non-Year 12 – Ranking based on any combination of Bachelor of Teaching (Secondary)/ Arts personal particulars form outlining work history or relevant TAFE study, academic results including any previous ENTER score, GPA equivalent to credit average for any complete or incomplete tertiary study and/or STAT test greater than 75.
- Extra requirements – All applicants must meet any prerequisites or extra requirements specified for their choice of major discipline sequence selected from Arts (eg. dance, drama, media arts or visual arts).

### **3. Bachelor of Teaching (Secondary) / Bachelor of Health Sciences**

- Normal Entry - satisfactory completion of VCE (minimum ENTER 50) with study score of at least 25 in Units 3 and 4 of English.
- Middle band – a study score of at least 25 in two of biology, chemistry, health and human development, mathematics, psychology or physical education = an ENTER 1 point higher per study to a maximum of 2 points.
- Non-Year 12 – Ranking based on any combination of School of Health Sciences personal particulars form outlining work history or relevant TAFE study, academic results including any previous ENTER score, GPA equivalent to credit average for any complete or incomplete tertiary study and/or STAT Multiple choice test greater than 75.

### **4. Bachelor of Teaching (Secondary) / Bachelor of Science**

- Normal Entry - satisfactory completion of VCE (minimum ENTER 50) with study score of at least 25 in Units 3 and 4 of English, satisfactory completion of Units 3 and 4 in one of mathematical methods, further mathematics or specialist mathematics, and Units 3 and 4 in one of biology, chemistry or physics.
- Middle band – a study score of at least 25 in biology, chemistry, environmental science, physics or specialist mathematics = an ENTER 1 point higher per study, to a maximum of 2 points.
- Non-Year 12 – Ranking based on any combination of VTAC Pi form outlining work history or relevant TAFE study, academic results including any previous ENTER score, and GPA equivalent to credit average for any complete or incomplete tertiary study.

## **Rules of Selection for Off Campus Undergraduate Entry Courses – Direct**

### **5. Bachelor of Education – 4th year**

- Applicants are ranked according to results in the applicant's most recent relevant qualification; the successful completion of other studies at post diploma level; a personal letter indicating reasons for application and demonstrating a commitment to teaching; relevant professional experience or professional development.

### **6. Bachelor of Education – 4th year (Primary conversion)**

- Applicants are ranked according to results in the applicant's most recent relevant qualification; the successful completion of other studies at post diploma level; a personal letter indicating reasons for application and demonstrating a commitment to primary teaching; relevant professional experience or professional development related to primary teaching.

### **7. Bachelor of Education – 4th year (Mathematics conversion)**

- Applicants are ranked according to results in the applicant's most recent relevant qualification; the successful completion of other studies at post diploma level; a personal letter indicating reasons for application and demonstrating a commitment to mathematics teaching; relevant professional experience or professional development related to mathematics teaching.

## **Rules of Selection for On and Off Campus Graduate Entry Courses – VTAC**

### **8. Bachelor of Teaching (Primary and Secondary)**

- Priority for selection is based on demands of teaching profession for particular teaching methods. Applicants are ranked according to GPA in relevant prerequisite entry degree in groups of teaching methods. Preference will be given to applicants who have a three year major study in at least one discipline area.

## **Rules of Selection for On Campus Graduate Entry Courses – Direct**

### **9. Graduate Diploma of Education (Secondary)**

- Applicants are selected if have a GPA in relevant prerequisite entry degree greater than a Canadian GPA of 2.6 or equivalent (credit average). If English is not the applicant's first language, relevant IELTS score will be taken into consideration.

### **10. Graduate Diploma of Education (Primary)**

- Applicants are selected if have a GPA in prerequisite entry degree greater than a Canadian GPA of 2.6 or equivalent (credit average). If English is not the applicant's first language, relevant IELTS score will be taken into consideration.

## **Rules of Selection for Postgraduate Courses**

### **11. Graduate Certificates of Education**

- Academic performance in relevant tertiary qualification. Relevant employment experience. If English is not the applicant's first language, relevant IELTS score will be taken into consideration

## **12. Graduate Certificates of Professional Education and Training**

- Academic performance in relevant tertiary qualification. Relevant employment experience. If English is not the applicant's first language, relevant IELTS score will be taken into consideration

## **13. Graduate Diploma of Education (Information Technology Education)**

- Academic performance in relevant tertiary qualification. Relevant employment experience.

## **14. Masters of Education**

- Academic performance in relevant tertiary qualification. Relevant employment experience. If English is not the applicant's first language, relevant IELTS score will be taken into consideration

## **15. Masters of Professional Education and Training**

- Academic performance in relevant tertiary qualification. Relevant employment experience. If English is not the applicant's first language, relevant IELTS score will be taken into consideration

### **Responsibilities**

The Dean, Faculty of Education is assigned as the responsible person/compliance officer for this rule.

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## Appendix B Course Structures

### Bachelor of Education (Primary) - All units are one credit point

LEVEL 1					
Semester 1	EXE101 Understanding Children and Adolescents	ALL153 Reading Children's Literature	SQA101 Ecology and the Environment	Major Discipline Sequence Unit 1	
Semester 2	EXE102 Understanding Learners	ALG120 Exploring Texts	SIT197 Number and Chance	Major Discipline Sequence Unit 2	EXP102 Primary School Exp. 1 (10 days)
LEVEL 2					
Semester 1	EXE201 Creating Effective Learning Environments	ECL210 Language and Literacy: The Early Years	SIT198 Patterns in Space	Major Discipline Sequence Unit 3	EXP201 Primary School Exp. 2A (10 days)
Semester 2	EXE202 Curriculum, Assessment and Reporting	ESM210 Children and Mathematics: Developing Numeracy Concepts	SQA102 The Physical Environment	Major Discipline Sequence Unit 4	EXP202 Primary School Exp.2B (10 days)
LEVEL 3					
Semester 1	ECL310 Developing Language and Literacy: The Middle Years	ESM310 Teachers and Mathematics: Creating an Inquiry-based Classroom	Elective Discipline Sequence Unit 1	Major Discipline Sequence Unit 5	EXP301 Primary School Exp. 3A (10 days)
Semester 2	ECS310 Primary Social Education	ESS340 Primary Science Education	Elective Discipline Sequence Unit 2	Major Discipline Sequence Unit 6	EXP302 Primary School Exp. 3B (10 days)
LEVEL 4					
Semester 1	EXE401 Professional Relationships	ESH416 Primary Physical and Health Education	ECA409 Teaching the Arts in Primary Schools	EST300 Primary Technology Education <b>OR</b> ECL357 Curriculum Studies in LOTE Education	EXP401 Primary School Exp. 4A (15 days)
Semester 2	EXE402 Transition to Beginning Teaching	ECA410 Primary Arts Education: Focused Study	ECL410 The Literacy Teacher: The Profession and the Community	ESM410 Professional Practice and Mathematics: Designing an Inclusive Program	EXP402 Primary School Exp 4B (10 days)  EXP403 Primary School Exp 4C (15 days)

KEY : Education Studies Major  
 Primary Curriculum Studies Units  
 Discipline Studies for KLA 1 - Major sequence  
 Discipline studies – elective choice (possible KLA 5)

Core units - Science discipline (KLA 4)  
 Core units – Maths discipline (KLA 3)  
 Core units – Language discipline (KLA 2)  
 Professional Experience

#### Elective major discipline sequences offered :

Major discipline sequences related to each of the Key Learning Areas have been developed in consultation with the Faculties of Arts, Science and Technology and Health and Behavioural Sciences. Units offered have been selected to most appropriately support the primary curriculum studies while maintaining flexibility and student choice. Major sequences are offered in the following areas, however not all sequences are offered on all campuses: Biology, Chemistry, Chinese (beginners, Post VCE non-background speakers and advanced background speakers), Dance, Drama, Earth Science, Ecology, Environmental Science, Health

and Physical Education, Indonesian (beginners, and Post VCE), Information Technology, Language and Literature – Literature or Linguistics focus, Mathematics, Media Arts, Performing Arts, Studies of Society and Environment, Technology Management and Design and Visual Arts.

**Bachelor of Physical Education** all units are one credit point

<b>YEAR 1</b>				
Semester 1	EXE101 Understanding Children and Adolescents	ESH101 PhysEd Studies 1	2 <sup>nd</sup> Method Discipline Study 1	HBS109 Human Structure and Function
Semester 2	EXE102 Understanding Learners	ESH102 Phys Ed Studies 2	2 <sup>nd</sup> Method Discipline Study 2	HSE102 Functional Human Anatomy
<b>YEAR 2</b>				
Semester 1	EXE201 Creating Effective Learning Environments	ESH204 Phys Ed: Curriculum Study	2 <sup>nd</sup> Method Discipline Study 3	HSE201 Exercise Physiology
Semester 2	EXE202 Curriculum, Assessment and Reporting	ESH205 Senior Phys Ed Curriculum Study	2 <sup>nd</sup> Method Discipline Study 4	HSE202 Biomechanics
<b>YEAR 3</b>				
Semester 1	ESM300 Numeracy across the Curriculum	Curriculum Study Method 2 A	HSE203 Exercise Behaviour	HSE311 Applied Sport Science 1
Semester 2	ECL302 Literacy across the Curriculum	Curriculum Study Method 2 B	HSE204 Motor Learning and Development	HSE314 Applied Sport Science 2
<b>YEAR 4</b>				
Semester 1	EXE401 Professional Relationships	ESH455 Approaches to teaching PE	HSE301 Principles of Exercise Prescription	Exercise science major elective
Semester 2	EXE402 Transition to Beginning Teaching	ESH456 Professional Issues in PE	Phys Ed elective	Phys Ed elective

The structure provides 16 physical education related units (2 years of tertiary study) to satisfy current VIT requirements through the 10 human movement units (8 exercise science and 2 applied sport science), the 4 physical education studies units, and 2 physical education electives (as shaded above). A sub-major sequence for a second teaching method is additional.

## Bachelor of Teaching (Secondary)

Offered as a combined course with a Bachelor of Arts, a Bachelor of Science or a Bachelor of Health Sciences. All units are of one credit point value.

Year 1					
Semester 1	EXE101 Understanding Children and Adolescents	3 Non-Education Discipline Studies Units from Arts, Science or Health Science			5 days (half day per week for 10 weeks orientation)
Semester 2	EXE102 Understanding Learners	3 Non-Education Discipline Studies Units from Arts, Science or Health Science			
Year 2					
Semester 1	EXE 201 Creating Effective Learning Environments	Secondary Curriculum Study A1 (Yrs 7-10)	2 Non-Education Discipline Studies Units from Arts, Science or Health Science		including 20 days of Secondary practicum
Semester 2	EXE202 Curriculum, Assessment and Reporting	Secondary Curriculum Study A2 (Yrs 11-12)	2 Non-Education Discipline Studies Units from Arts, Science or Health Science		
Year 3					
Semester 1	ESM300 Numeracy across the Curriculum	Secondary Curriculum Study B1 (Yrs 7-10)	2 Non-Education Discipline Studies Units from Arts, Science or Health Science		including 20 days of Secondary practicum
Semester 2	ECL302 Literacy across the Curriculum	Secondary Curriculum Study B2 (Yrs 11-12)	2 Non-Education Discipline Studies Units from Arts, Science or Health Science		
Year 4					
Semester 1	EXE401 Professional Relationships	Secondary elective	2 Non-Education Discipline Studies Units from Arts, Science or Health Science		including 40 days of Secondary practicum
Semester 2	EXE402 Transition to Beginning Teaching	Secondary elective	Secondary elective	Secondary elective	

## Secondary Curriculum Studies

Secondary Curriculum Studies units relate to students' major and sub-major sequences of discipline study in the component of the combined course program leading to the non-Education Bachelor's degree. These are curriculum studies and teaching methodology units linking students' majors and sub-majors to particular areas of the secondary school curriculum. Students undertake two pairs of Secondary Curriculum Studies and each pair of units includes teaching methods for Years 7 to 10 and teaching methods for Years 11 to 12.

ECA221	Dance Education in the School and Community
ECA222	Dance Curriculum Studies
ECA223	Drama Education A
ECA224	Drama Education B
ECA225	Visual Arts Curriculum Study A
ECA226	Visual Arts Curriculum Study B
ECA229	Middle School Media Studies Education
ECA230	Senior Media Studies Education
ECL261	English Education A
ECL262	English Education B
ECL263	Languages Other than English Curriculum Study

ECL264	Languages Other than English Materials Development
ECL265	Teaching English to Speakers of Other Languages Curriculum Study A
ECL266	Teaching English to Speakers of Other Languages Curriculum Study B
ECS271	Social Education A
ECS272	Social Education B
ESH202	Health Education : Curriculum Study
ESH203	Senior Health and Human Development : Curriculum Study
ESH206	Home Economics Education : Curriculum Study
ESM224	Mathematics: Curriculum Study
ESM225	Senior Mathematics: Curriculum Study
ESP202	Senior Psychology A: Curriculum Study
ESP203	Senior Psychology B: Curriculum Study
ESS227	Teaching Science and Technology: Curriculum Study
ESS241	Environmental Science and Society: Curriculum Study
ESS242	Senior Environmental Studies : Curriculum Study
ESS244	Science: Curriculum Study
ESS267	Senior Biology: Curriculum Study
ESS268	Senior Chemistry: Curriculum Study
EST210	Technology : Curriculum Study
EST211	Senior Technology : Curriculum Study

### Bachelor of Teaching (Primary and Secondary)

On - campus cohorts.

Year 1					
<i>Semester 1</i>	EXE 404 Children: culture, development and learning	ECJ411 Language, Dance, Drama and SOSE: Education	ECJ412 SOSE, Language and Music: Education	ESJ420 Developing Understanding of Maths, Science and Technology	EXP501 Primary School Exp. 5A
<i>Semester 2</i>	EXE405 Creating Effective Learning Environments	ECJ413 Visual Arts, Language, and SOSE: Education	ESH500 Primary Health and Physical Education	ESJ421 Effective Teaching of Maths, Science and Technology	EXP502 and EXP 503 Primary School Exp 5B & 5C
Year 2					
<i>Semester 1</i>	EXE 504 Curriculum, Assessment and Reporting	EXC510 Bridging the Gap: Maths & Language Education in the middle years	Secondary Curriculum Study A1 (Yrs 7-10)	Secondary Curriculum Study B1 (Yrs 7-10)	EXS501 Secondary School Exp 5A
<i>Semester 2</i>	EXE 505 Becoming a Professional Educator	EXC530 Promoting Student Wellbeing	Secondary Curriculum Study A1 (Yrs 11 -12)	Secondary Curriculum Study B1 (Yrs 11 - 12)	EXS502 and EXS503 Secondary School Exp 5B & 5C

**Off-campus cohorts. (Part time only)**

<b>Year 1</b>			
<i>Semester 1</i>	EXE 404 Children: culture, development and learning	ECL400 Primary Language Education 1	EXP501 Primary School Exp. 5A
<i>Semester 2</i>	EXE405 Creating Effective Learning Environments	EME497 Primary Mathematics Education 1	
<b>Year 2</b>			
<i>Semester 1</i>	ECA551 Primary Arts Education	ECS501 Primary Social Education	EXP502 Primary School Exp 5B
<i>Semester 2</i>	ESS540 Primary Science Education	ESH500 Primary Health and Physical Education	
<b>Year 3</b>			
<i>Semester 1</i>	EME500 Primary Mathematics Education	Secondary Curriculum Study A1 (Yrs 7-10)	EXS501 Secondary School Exp 5A
<i>Semester 2</i>	2ECL500 Primary Language Education 2	Secondary Curriculum Study A1 (Yrs 11 -12)	
<b>Year 4</b>			
<i>Semester 1</i>	EXE 504 Curriculum, Assessment and Reporting	Secondary Curriculum Study B1 (Yrs 7-10)	EXS502 Secondary School Exp 5B
<i>Semester 2</i>	EXE 505 Becoming a Professional Educator	Secondary Curriculum Study B1 (Yrs 11 - 12)	

The Off-campus program maintains the individual primary curriculum areas as discrete units due to the part time nature of the program.

**Graduate Diploma of Education (Secondary) – offered to international students only**

<b>Year 1</b>					
<i>Semester 1</i>	EXE 704 Children: culture, development and learning	EXC725 Literacy and Numeracy across the curriculum	Secondary Curriculum Study A1 (Yrs 7-10)	Secondary Curriculum Study B1 (Yrs 7-10)	EXS701 Secondary School Exp A
<i>Semester 2</i>	EXE705 Creating Effective Learning Environments	EXC730 Promoting Student Wellbeing	Secondary Curriculum Study A1 (Yrs 11 -12)	Secondary Curriculum Study B1 (Yrs 11 - 12)	

**Graduate Diploma of Education (Primary) – offered to international students only**

Year 1					
<i>Semester 1</i>	EXE 704 Children: culture, development and learning	ECJ711 Language, Dance, Drama, SOSE: Education	ECJ712 SOSE, Language, Music: Education	ESJ720 Developing Understanding of Maths, Science and Technology	EXP701 Primary School Experience A
<i>Semester 2</i>	EXE705 Creating Effective Learning Environments	ECJ713 Visual Arts, Language, SOSE: Education	ESH700 Primary Health and Physical Education	ESJ721 Effective Teaching of Maths, Science and Technology	EXP702 Primary School Experience B
<i>Summer Semester</i>	EXE 706 Curriculum, Assessment and Reporting	EXC720 Maths and Language Education in the Upper Primary years			EXP703 Primary School Experience C

**Graduate Diploma of Education (Applied Learning)**

<b>Semester 1 (each unit except the Practicum is 1 credit point)</b>			<b>Semester 2 (each unit except the Practicum is 1 credit point)</b>		
ECJ721 Introduction to Teaching in the Middle Years	ECJ722 Applied Learning in the Middle Years	EXS 705 Applied Learning Practicum – Middle Years	ECJ723 Applied Learning in the Post-Compulsory Education and Training Sector	ECJ724 Teaching for Pathways into Tertiary Study	EXS706 Applied Learning Practicum – Post- Compulsory Years
EXE701 Youth Culture and Learning Pathways	EXE702 Becoming a Teacher in the 21 <sup>st</sup> Century: the personal, professional & political challenges		EXC735 Teachers & Youth Literacy & Numeracy Engagement	EXE703 Partnership Development for Applied & Vocational Learning Programs	