



Graduate Diploma in Education (Primary)

The Graduate Diploma in Education (Primary) enables graduates to be accredited for primary teaching with the Victorian Institute of Teaching and therefore eligible for employment in government and private schools in Victoria, as well as educational institutions interstate and overseas.

Graduates from the course are highly respected in the Australian and international education communities for their detailed knowledge of curriculum and their highly developed practical teaching skills. Applicants should enjoy working with children and have a strong commitment to academic excellence. A widely acclaimed feature of the course is the strong practical experience component, which is closely linked to the theoretical studies.

Entry Requirements

Applicants must have a 3-year Bachelor degree or equivalent approved 3 years of tertiary study. Mathematics is recommended to at least Year 11 of secondary schooling.

Requirement for optional LOTE Teaching Method: Third year tertiary advanced level of the language or native speaker fluency. Those applying with native speaker fluency must also pass a language equivalence test at a recognised university.

English Language Requirement

International students and local students who have not completed Year 12 English in Australia and for whom English is not their first language, must provide evidence of their English proficiency in one of the following ways:

- IELTS – Minimum overall band score of 7.0 with no individual band score less than 6.5

- TOEFL – Paper-based test: a minimum score of 600 with a score of 6 or better in the Test of Written English. Computer-based test – a minimum score of 250 with a score of 6 in essay writing. Internet-based test (iBT): a minimum score of 96 with no individual score less than 24.
- Completion of English for Further Studies Stage PG2A (75%) certificate program available from the La Trobe University International College English Language Centre: www.latrobe.edu.au/language
- Satisfactory completion of approved tertiary studies where the language of instruction is English. (This study must have been completed in the last 2 years and at an academic level acceptable to La Trobe University).

Oral Interview

To ensure that candidates meet the high levels of spoken English required for teaching in an English speaking classroom, applicants from a non-English speaking background must also successfully pass an oral interview arranged by the university.

Special Requirements

All applicants accepted into this course are required to complete a 'Working With Children Check' form prior to commencing the course. The form is available from Australia Post Offices. Students must provide a certified copy of their valid Working With Children card prior to undertaking teaching placements.

Professional Recognition

The course is accredited with the Victorian Institute of Teaching.

Career Prospects

Career outcomes in education have expanded greatly in recent years with the increased demand for teachers and educators. Teaching has become more challenging, stimulating and rewarding, offering graduates exciting employment

opportunities in both government and private schools.

Course Structure

The course is designed around three major areas:

- Issues in Education
- Teaching Methods and Curriculum
- Teaching Practice

Issues in Primary Education

Students consider issues that arise in teaching and classroom management. Direct links are made between theoretical considerations and the practical classroom context. Topics covered include:

- Critical examination of issues including diversity, gender, ethnicity, urban/rural differences and socio-economic status, family background, student well-being and social change
- Engaging with issues concerning contexts in which learning occurs
- Teaching skills
- Technology and its role in 21st century education
- The philosophy of education
- Literacy and numeracy
- Child development
- Curriculum development and design, classroom planning and VELS
- Teacher/child/parent relationships
- Organisation and evaluation
- Classroom management and discipline
- Creativity
- Models of teaching and learning
- Exploring the relationship between personal biography and professional identity
- Development of an understanding of critical issues concerning education and learning
- Professionalism, Teacher Ethics, Code of Conduct
- The role of Victorian Institute of Teaching

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Teaching Methods and Curriculum

The teaching methods cover all areas of the primary school curriculum listed below. Suitably qualified candidates may also undertake (Languages Other Than English) LOTE Method as an optional unit of study. There is an additional fee for LOTE Method.

English

English method addresses the major issues involved in English literacy at the primary level. Students explore current approaches and strategies for teaching literacy, not only through "subject English" but across the curriculum. Particular attention is given to reading, writing and oral communication. Students are required to read a variety of literature to extend the experience of the literature shared in class. Preparation for teaching the broad range of students found in classrooms is supported by consideration of the social context of language, learning styles, mixed ability teaching, and students from language backgrounds other than English.

Mathematics

Students explore current approaches and strategies for the teaching of primary mathematics. These include integration across the curriculum and investigation of resources and materials for the teaching of mathematics. Students participate in structured experiences designed to expand their personal understanding and confidence in mathematics. The role of mathematics in society and its relevance in all aspects of our lives is also discussed and investigated.

The Arts and Healthy Child

Students develop an appreciation for the relationship between physical, mental, social and emotional health, the arts, music, dance and drama and an understanding of the educational rationale for including these in the Primary Curriculum. Students learn to plan lessons that are student centred and activity based as well as integrating visual and performing arts to address the individual needs of all students.

Learning Technologies

Students learn to identify and use a variety of resources and materials appropriate for integrating learning technologies into the primary curriculum. They develop

competencies to be effective users of a range of technologies relevant to current applications of technology in primary schools.

Science

Students explore an integrated approach to the concepts of Biological, Chemical, Physical and Earth/Space sciences, drawing on contexts with which primary school students are familiar. The modeling of the use of recycled materials and easily obtainable materials in teaching primary science is a main feature of this unit.

The Humanities

The Humanities involves the study of human societies and environments, people and their cultures in the past and the present. Students in the course develop a range of skills that will enable them to involve primary school children in learning how to plan, investigate and ask key questions about a range of issues relevant to the Humanities area of study.

Languages Other Than English (LOTE)

LOTE method is an optional additional method available to those applicants with 3rd Year advanced tertiary level of the language or recognized equivalent native speaker fluency. There is an additional fee for LOTE method.

Practical Studies

Currently 45 days of classroom practice is required for registration as a teacher in Victoria. Students have the opportunity to undertake teaching practice in a wide variety of schools including government, catholic and independent schools in both rural and metropolitan areas.

Duration

The course is a one-year full-time program or may be completed part-time over two years. There is both a February and July intake in the Primary course.

Tuition Fees

Australian and New Zealand students

Both 'Commonwealth Supported' and 'Fee-paying' places are available for the February intake. Only fee-paying places are available for the July intake. Australian citizens are eligible to defer tuition fees by using the HECS-

Help or FEE-Help loan schemes.

Further information on HECS-Help and FEE-Help can be found at website: www.goingtouni.gov.au

For further information on course fees, please refer to the Faculty of Education website: www.latrobe.edu.au/education/fees

Commencement

Course commences in February and July.

Orientation

There is a compulsory orientation day for all students prior to course commencement.

Information Session

An information session is conducted in September each year.

For details contact (03) 9479 2546.

How to Apply

Local students (February intake)

Local students should apply through VTAC.

Details on line at: www.vtac.edu.au or phone: 1300 364 133

Applications open July.

July intake

Apply directly to Faculty of Education, Melbourne (Bundoora) campus. For information phone: (03) 9479 2546

Note: Additional forms are required for those applying for LOTE Method. These are available directly from the Education Office at the Melbourne (Bundoora) Campus or follow the links to 'courses' and 'how to apply' on the website: www.latrobe.edu.au/education

International students

International students should refer to the www.latrobe.edu.au/international website for details.

Further Information

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