



**FACULTY OF EDUCATION**

**Shepparton Campus**

**Graduate Diploma in Education  
(Middle Years)**

**Course Handbook  
2008**

La Trobe University acknowledge the Elders and Ancestors of the Yorta Yorta Nation as the traditional custodians of the land on which we walk

# GRADUATE DIPLOMA IN EDUCATION (MIDDLE YEARS)

## Course Description

The Graduate Diploma in Education (Middle Years) is a one-year course involving a blended learning approach. Those enrolling in this program will engage in an intellectually and personally challenging course of study. Students are encouraged to treat seriously the need to understand the role of education and teaching in a world of change, to value the place of children and youth in our society and to enjoy the challenges associated with good teaching. The Graduate Diploma in Education (Middle Years) course work focuses on theory and practice associated with working with young adolescents, that is students from Years 5-10. However, on successfully passing all units (see below) students can apply for registration with the Victorian Institute of Teaching to be accredited to teach both primary and secondary years. Every effort is being made throughout the course to ensure that students emerge with appropriate skills to commence work as a graduate teacher in the years before Middle Years, that is Prep to Year 4 in Victoria, and to work with method specialization in a conventional secondary structure.

Due to the importance placed on the development of Literacy and Numeracy in Primary and Middle Years of schooling all units of work deal with this area from a range of perspectives. In particular students will be introduced to Early Years approaches to teaching Literacy and Numeracy during Intensive 1 as part of Issues A- Teaching and Learning. This will be followed by a week of field work in a lower primary school context (P-2). Students will also be directed to reading and research about the teaching of reading, writing and early numeracy and required to submit observations (see Issues A assessment). During Issues B students will focus on the transition from the acquisition of skills associated with Early Years Literacy and Numeracy to the utilization of these skills across a range of learning experiences. Students will also focus on what can be transferred from knowledge gained from studies of Early Years to catering for individual needs and learning styles in Methods B and catering for individual differences in Methods A.

The Graduate Diploma in Education (Middle Years) consists of the following core units of work:

Unit Code	Unit title	Credit Points	Core or Option	Semester
EDU4IMA	Issues in Education A – Teaching and Learning	10	C	1
EDU4IMB	Issues in Education B – Teaching Middle Years	10	C	2
EDU4COE	Context of Education	10	C	2
EDU4MLA	Methods A- Curriculum in Focus	20	C	1
EDU4MLB	Methods B- Integrating Curriculum	20	C	2
EDU4TPA	Teaching Practicum A	20	C	1
EDU4TPB	Teaching Practicum B	20	C	2
EDU4SMP	School-Based Middle Years Project	10	C	1

Students with appropriate undergraduate qualifications in a language other than English may undertake LOTE as an additional teaching method. Additional costs apply.

EDU4LMA	LOTE in Middle Years A	5	O	1
EDU4LMB	LOTE in Middle Years B	5	O	2

The course consists of 8 compulsory units and 2 optional additional units. Students undertaking the course must pass core units undertaken in Semester 1, namely Issues in Education A- Teaching and Learning; Methods A- Curriculum in Focus; Teaching Practicum A; and School-based Middle Years Project to proceed to Semester 2. Core units undertaken in Semester 2 are Contexts of Education; Issues in Education B- Teaching in Middle Years; Methods B- Integrating Curriculum; Teaching Practicum B.

Students who fail a core unit will need to re-enrol in that unit the following year. If the unit is a pre-requisite for the following semester students may be unable to continue that year and would need to re-enrol for both units in the following year.

LOTE is an optional additional method which can be undertaken by students with the appropriate undergraduate qualifications in the Language Other Than English. A semester 1 pass in LOTE in Middle Years A is a pre-requisite for undertaking Semester 2 LOTE in Middle Years B. Note that LOTE Method is undertaken through the Bundoora campus of La Trobe and involves some weekend classes, online commitment and an additional cost.

## **Participation requirements**

Students will be required to make arrangements to reside in Shepparton for the duration of the Intensive components of the course, that is from Monday 25<sup>th</sup> February to Saturday 8<sup>th</sup> March (Intensive 1), Monday 30<sup>th</sup> June to Saturday 12<sup>th</sup> July (Intensive 2) and the final week from Monday 29<sup>th</sup> September until Saturday 4<sup>th</sup> October (Intensive 3). Students are required to attend in person for 100% of this time. Classes will operate from 9-5pm Monday to Saturday and will involve lectures, workshops, school visits and guest speakers.

During both Semester 1 and Semester 2 there will be 5 weeks of online learning which will be structured around modules associated with the core course units. These online modules will require a regular and collaborative response which will involve a minimum of 10 hours work a week. Please note that assignment work associated with the core units is in addition to this participation and will involve a total of approximately 50 hours per semester per subject for 10 credit point units and 100 hours of additional work per semester for 20 credit point units.

During Semester 1, students will undertake 20 days of supervised teaching practicum over 5 weeks. This allows for some flexibility, given that the 20 days can be completed if required in 4 five-day weeks. During Semester 1 students will undertake an additional 20 days of Field Work (see Field Work below). This field work will occupy students for full days in schools and is further explained below and in the timetable.

During Semester 2, students will undertake 25 days of supervised teaching practicum over 5 weeks.

## **Teaching Practicum**

### **Supervised teaching**

Students will undertake 45 days of supervised practicum experience in two teaching rounds (see EDU4TPA and EDU4TPB). In Semester 1 students will spend 20 days over 5 four day weeks in a supervised teaching placement. This placement can be fully undertaken in a Primary School or a P-12 school. During this round students must teach a minimum of 15 days or three weeks in an Early Middle Years setting, that is Years 5-7.

In Semester 2 students will spend 25 days in a supervised teaching placement. Students must spend this time in an upper Middle School setting, Years 8-10. Students will be encouraged to work in at least 3 different schools as part of teaching practicum and field work.

### **Field Work**

Field work is work undertaken in an educational setting involving work with students in schools. Some examples of suitable places, in addition to the normal school settings are school camps, municipal council programs, holiday programs, museums, school support institutions such as Science and Technology Centres and after school programs and tutoring. However, it is a requirement for the Graduate Diploma in Education (Middle Years), that at least 20 days field work takes place in specific school settings in order that Grad Dip students can undertake observations and data collection for three assessment items, namely: Field Work Early Years (10-15 March) assessment associated with Issues A; Field Work Middle Years (31<sup>st</sup> March onwards) assessment associated with Middle Years School-based project; Field Work Intervention Project (5-10<sup>th</sup> and 12- 16<sup>th</sup> May) assessment associated with Methods A. Please note that field work is not funded by the university and therefore institutions are not paid to take students. It is expected that students will assist with existing programs in schools or other educational settings while undertaking observations and data-gathering exercises.

# COURSE ADMINISTRATION

## Assessment

Each piece of work will be graded except those specifically designated as hurdle requirements. **Assessment requirements within each unit will be outlined on WebCT at the commencement of the semester.** The following core criteria are considered when assessments are conducted:

- Evidence of appropriate reading and an ability to conceptualise and use theoretical frameworks and research,
- Ability to analyse, synthesise and evaluate relevant materials;
- Consistent use of English in an appropriate academic style.

Points for consideration:

- Use of English (spelling, grammar and expression);
- Structure and logical development of arguments;
- Appropriate links between ideas and concepts, and
- Documentation (citing of references plus reference list and bibliography, if required).

Assignments will be graded using the University-wide system of A, B, C, D, N. The description of each of these grades follows, but please note assessment is a reflection of the lecturer's honest opinion of the completeness of the student's submitted work. The comments provided by lecturers are intended to give you feedback upon which students can reflect as they monitor their own professional development.

<b>A</b> <b>80 -100%</b> <b>Excellent</b>	Outstanding level of achievement, demonstrating wide reading and an ability to conceptualise and to link the theoretical concepts addressed with the topic area, an original analysis of the topic and related material, a clear, logical and creative approach to exploration of the topic and an exceptional command of expression, argument and structure
<b>B</b> <b>70 - 79%</b> <b>Very Good</b>	High level of achievement demonstrating wide reading, a clear and logical analysis of the topic in light of that reading and theoretical concepts involved, well written, well argued, well structured, with a reasonable depth of insight and evidence of originality of thinking.
<b>C</b> <b>60 - 69%</b> <b>Good</b>	Sound pass, demonstrating more than just the basic reading, identification of the key aspects relevant to the topic with some critical evaluation of those aspects, but primarily descriptive of the literature rather than evaluative with some insight but little originality of thinking.
<b>D</b> <b>50 - 59%</b> <b>Fair</b>	Pass, demonstrating that the student has read and understood basic references, has focused his/her discussion on the topic given and has offered relevant comment on the issues under consideration, limited insight, limited ability to employ theoretical concepts to the topic, poorly written, poorly organised and problems evident with the logic of arguments.
<b>N</b> <b>0 - 45%</b> <b>Unsatisfactory</b>	Unsatisfactory level of achievement as it fails to: <ul style="list-style-type: none"><li>• Keep to the set topic</li><li>• Demonstrate adequate reading</li><li>• Reference sources adequately</li><li>• Present a coherent or relevant perspective</li></ul> Assignments marked at this level will be second marked.

Note also that the above criteria strictly relate only to essays. Not all assignments in the Graduate Diploma in Education (Middle Years) program are of this kind. Lecturers will inform students of relevant criteria for other kinds of submissions.

## UNIT DESCRIPTIONS

**Unit Code: EDU4IMA**

**Issues in Education A- Learning and Teaching**

**Semester 1**

**10 credit points**

**The purpose of this unit is to enable students to gain an understanding of current research findings about how we learn and the implications of this for the way we teach across the compulsory years of schooling.**

Material covered in this unit is categorized into sections, namely, The Nature of Learning; Engaging students in Learning, Teaching and Diversity; Relationships with Students including Management and Discipline; Literacy and Numeracy. Due to the importance placed on the development of Literacy and Numeracy in Primary and Middle Years of schooling all units of work deal with this area from a range of perspectives. In this unit students will be introduced to Early Years approaches to teaching Literacy and Numeracy. This will be followed by a week of field work in a lower primary school context (P-2) where students will record a range of observations either in a journal or blog format (see School-based Middle Years Project).

### **Topics and themes covered in this unit:**

#### **The Nature of Learning ( Learning Module Issues A)**

Models of Teaching and Learning

Learning styles and multiple intelligences

Education as transformation

Educational thinkers who have influenced learning and teaching

#### **Teaching and Diversity (Learning Module Issues A)**

Access and Equity

Catering for individual differences and needs

Cognitive and emotional developmental needs and stages

Working with students with learning difficulties

#### **Planning for teaching (intensive 1)**

Lesson planning

Teaching for knowledge and teaching for skills

Experiential learning

Integrating technology with learning

Assessment and Reporting

The roles of the teacher (including classroom management; maintaining a safe learning environment; record keeping)

**Relationships with students including Management and Discipline (Preliminary reading; Two days of intensive 1; further developed and supported through assessment item for Middle Years School-based project)**

Teacher student relationships  
 Models of discipline and management  
 Strategies for dealing with difficult behaviour

**Literacy and Numeracy (Preliminary reading; 2 days during intensive; subsequent 5 days of observation and reflection during field work)**

Learning to read and write- current theories  
 Language across the curriculum  
 Issues in the whole language/phonics debate  
 Teaching for numeracy- current theories about teaching and learning Mathematics  
 Numeracy across the curriculum  
 Combining ICT with the teaching of Literacy and Numeracy

**Assessment**

Assessment Type	(%)	Comments	Due date
Literature review (1000 words)	60%	Students choose one of the first two topics presented in this unit to look at more closely. (The nature of learning; Teaching and Diversity). They read at least two articles from the prescribed readings about this topic and identify the main ideas in each. They also need to find one further article on this topic. They comment on the possible similarities and/or differences between the ideas presented in each. For example, the findings, recommendations and implications for teaching. They will also be asked to critically evaluate the viewpoints and/or research basis of the article.	Week 11
Tutorial presentation and discussion	15%	Students participate in an online discussion in groups of around 6 about a student management issue observed during fieldwork.	During online tutorial Week 13
Reflections on early years learning & teaching of literacy and numeracy.	20%	Students observe over a week of field work the learning and teaching of literacy and numeracy in a Prep to Grade Two classroom. They then write about their observations to a blog working in groups of around 6.	Beginning Week 7
Online participation	5%	Designated participation during collaborative stage of Learning Module Issues A	

**Readings**

Author	Title	Publisher
Book of readings		
Ewing, R	Beyond the Reading Wars	PETA publication, 2006

Fountas and Pinnell	Guided Reading	Heinemann 1996
Groundwater-Smith, S. Ewing, R. & Le Cornu R. (online text)	Teaching Challenges and Dilemmas.	Thomson, Melbourne, 2003
Killen, R	Effective Teaching Strategies Lessons from Research and Practice	Thomson Social Science Press Victoria 2007
Latham, G et.al	Learning to Teach new times, new practices	Oxford University Press, 2007
Marsh, Colin	Becoming a Teaching	Pearson Education 2004
Moss, J. et al.	Invitations and Inspirations Pathways to Successful Teaching	Curriculum Corporation, 2004
Smith, D.L.,& Lovat, T.J.,	Curriculum: Action on Reflection	Social Science Press, 2003
Zevenbergen, R et.al. (online text)	Teaching Mathematics in the Primary School	Allen and Unwin, 2004

## **Unit code: EDU4MLA**

### **Methods A- Curriculum In Focus**

#### **Semester 1**

#### **20 credit points**

The purpose of this unit is to promote student understanding about scope and sequence in key areas identified by the Victorian Essential Learning Standards (VELS) and their relationship with the Principles of Learning and Teaching (PoLT). Students will be directed to resources associated with this material and will consider the following:

- *Individual methods and integrated learning*
- *content suitable for each year level;*
- *lesson and program planning;*
- *materials and resources;*
- *teaching styles suitable to the method;*
- *assessment and evaluation;*
- *catering for individual differences;*
- *curriculum planning in schools;*
- *teaching for life-long learning;*
- *application of learning technologies*
- *progression points;*
- *literacy and numeracy across the curriculum*

As part of this unit students will be introduced to and expected to become proficient in basic computer applications, including software associated with interactive white boards, using current multimedia and interactive presentation software, using software associated with teaching in specific subject areas, and be sufficiently skilled to adapt to innovations in online accessing, processing and communicating information.

Blended learning structure: some time will be allocated to familiarisation with computer technology and software available to schools (computer lab setting); some time for Physical Education and Health and the Creative Arts; all other topics and themes delivered through Learning Module Methods A.

#### **Topics and themes covered in this unit:**

##### **Maths, Science and Technology including ICT**

Literacies and pedagogical approaches to teaching Maths, Science and Technology  
Curriculum content and planning for learning

##### **The Creative Arts, Health and Physical Education**

Content knowledge and pedagogical approaches  
Curriculum content and planning for learning

##### **English and Humanities**

English across the curriculum  
Curriculum content and planning for learning – Humanities

## Assessment

Assessment Type	(%)	Assessment Type 20 credit points- double needs another assessment item equiv to 5 400 words	Due date
Evaluation of ICT resources	30	Analysis and review of two online resources including potential relevance to learning and teaching in a range of disciplines. This will be published to WebCT.	Week 12
Curriculum analysis and discussion	30	Based on the experiences of working at a VELS level during practicum, students will analyse the relevant curriculum documents associated with levels immediately before and after that which the student was involved with in their teaching round. They will then discuss the teaching implications of these year levels informed by what they have learnt.	Week 21
Description of an intervention experience Field Work – Intervention project	30	Intervention program involving use of either Running Records (Reading difficulties) or Early Years Numeracy Interview (Maths difficulties) followed by 3 lessons informed by assessment- involving student from Years 3 or 6- Journal entries	Week 15
Online participation	10	Designated participation during collaborative stage of Learning Module Methods A	

## Readings

Author	Title	Publisher
Australian Association of Mathematics Teachers	Quality Mathematics in the Middle Years	Proceedings of the national conference, Fremantle April 2005
Duquette, C	Students at Risk	Pembroke Publishers 2001
Green, D. & Campbell, R.	Literacies and Learners: Current Perspectives	Pearson Education Australia, 2003
Killen, R	Effective Teaching Strategies Lessons from Research and Practice	Thomson Social Science Press Victoria 2007
Van de Walle, J.,	Elementary and Middle School Mathematics: Teaching Developmentally	Pearson, 2007
	<a href="http://www.education.vic.gov.au/default.htm">http://www.education.vic.gov.au/default.htm</a>	

## Unit code: EDU4SMP

### School-based Middle Years Project

#### Semester 1

#### 10 credit points

The Middle-Years Project has been constructed to enhance learning from a practical context. Students will be assigned to a mentor in a field work situation and will be expected to remain with that teacher, and his/her classes over a period of at least 10 days across a number of weeks. As a result of this experience students will make observations about issues associated with teaching in a particular discipline and about approaches to student management which informs assessment in this subject.

#### Assessment

Assessment Type	(%)	Comments	Due date
Investigation of methods task	100	Students in group of no more than 3 will share the observations of issues associated with the learning and teaching in their method area. These observations will take place during the field work in semester one. Students will document these issues. They will also collect resources used in the learning and teaching this method area. Eliminate collaboration	During 1 <sup>st</sup> week of intensive in second semester.

#### Readings

Author	Title	Publisher
Leutzinger, L	Mathematics in the Middle	National Council of Teachers of Mathematics, 2000
Tovani C	I Read it but I Don't Get It	Stenhouse Publishers, 2005

## Unit Code EDU4LMA

### LOTE in Middle Years A

#### Elective subject

#### Semester 1

#### 5 Credit Points

In this unit, students study core principles of languages education in schools, specifically theoretical frameworks that underpin teaching and learning languages in monolingual and multilingual educational settings in ways that acknowledge the contributions of bilingualism to cognitive and literacy development. The following topics are studied: current pedagogy and research in the field of second language acquisition/bilingualism; government language policy; working with mandated curriculum documents; integrating LOTE programs within the larger school curriculum; language lesson planning which engages learners and develops their linguistic and cultural skills; relevant teaching resources; incorporating information and communication technologies into languages course design; assessment of language knowledge, skills and content.

The course requirements are one 2-hour seminar/workshop per week (or equivalent online).

Pre-requisites are an approved undergraduate advanced languages major or equivalent.

### Assessment

Assessment Type	(%)	Comments
one 1250 word assignment (or equivalent)	100	Hurdle requirement: Satisfactorily pass a resource presentation in order to pass the unit.

### Readings

Reading Type	Author	Title	Publisher
Prescribed	Victorian Curriculum and Assessment Authority	Victorian Essential Learning Standards - Languages other than English	VCAA, East Melbourne, Victoria, 2005.

## **Unit code: EDU4TPA**

### **Teaching Practicum A**

#### **Semester 1**

#### **20 credit points**

In this unit students undertake 20 days of practicum in either a Primary School or a P-12 school. Of the 20 days at least 15 must be in a Lower Middle School class, that is, Years 5,6 or 7. Students undertake class teaching and other associated teaching duties under the supervision of a qualified teacher

Students will be encouraged to undertake this practicum for 4 days per week over 5 weeks. On the fifth day, probably a Friday, students will be able to communicate with staff through email, WebCT discussion or chat facilities to seek support for ongoing assignment work and clarify matters which have arisen during the week of practicum. Students can also seek more immediate help through phone calls, WebCT discussion and email to designated staff whenever the need arises during practicum. The librarian at Shepparton will maintain a Discussion Forum to deal with any requests and queries during teaching rounds.

During this time students will be expected to teach for increasing periods of time, beginning with group work, followed by 2 lessons per day, and finally half day control periods. Students are expected to write full lesson plans as covered in *Issues A-Teaching and Learning*. See also information *Teaching Practicum Handbook*.

Students must achieve a satisfactory result for the 20 days of supervised teaching practice during Semester 1. This result is based on a report from the supervising teachers in the schools. You are required to keep a file of lesson plans and observation notes. If you do not receive a satisfactory teaching report at the end of the first teaching practicum, or you have not fulfilled the requirements of the practicum including:

- teaching a minimum of 30 classes, equivalent to 40 minute periods during weeks without the direct classroom involvement of the supervising teacher;
- providing complete lesson plans for each lesson to be taught;
- observing or assisting with a minimum of 10 classes;
- attending for the complete school day, and being punctual at class;

you will be required to show cause why you should proceed to the second teaching practicum.

Students who do not pass the second teaching practicum may be permitted to undertake additional teaching practice in that year at their own expense.

Teacher registration depends on you satisfying the requirement of 45 days under supervision in schools or other educational institutions, regardless of the number of lessons you have taught. Attendance at school on pupil-free days (e.g. for curriculum planning or professional development activities) counts as a day of supervised teaching practice.

## Assessment

Assessment Type	(%)	Comments
Practicum folder	20%	The folder of students' teaching round experiences (from EDU4TPA) including lesson plans, resources, and self-assessment documents
Practicum	100%	Students will be assessed by their supervising teacher for EDU4TPA. Students are assessed according to competencies and student attributes established in conjunction with the Victorian Institute of Teachers. A satisfactory report for each teaching round is required.

## Unit Code: EDU4IMB

### Issues in Education B –*Learning and Teaching in the Middle Years*

#### Semester 2

#### 10 credit points

The purpose of this unit is to assist students to access and evaluate research into the current contexts for schooling for Middle Years students and the potential impact of these contexts on social, emotional and cognitive responses in students. The unit also looks at structures within Middle Years which aim to address needs identified by research

#### Topics and themes covered in this unit:

*All themes covered in Learning Module Ed. Contexts*

Contexts of schooling – adolescent learners

Engagement, identity, motivation, participation

Student management

Identity, diversity and inclusion issues with adolescent learners

Catering for Middle Years students with special needs

#### Assessment

Assessment Type	(%)	Comments	Due date
Peer tutorial	50	Students will create a tutorial for their peers entitled: Working with students in the middle years. This will be a self-directed online resource introducing a comprehensive range of issues related to working with students in the middle years. Students may elect to use webquest, webpages, movies, powerpoint, etc	Week 6
Research project and presentation	40	Students will analyse a specific reading which deals with an approach to working with Middle Years students which involves either structural changes or changes in teaching approaches to cater for learning needs of adolescents in the middle years. They will further research this topic and present what they have found to their peers. (peer assessment in groups of 5)	Week 13
Online collaboration	10	Designated participation during collaborative stage of Learning Module Issues B	

#### Readings

Author	Title	Publisher
Carrington, V	Rethinking Middle Years Early Adolescents, schooling and the digital culture	Carrington, Vic 2006
Chadbourne, R	Middle Schooling for the Middle Years What might the jury be considering	Australian Education Union 2001
	Australian Journal of Middle Schooling (on-line	

	LaTrobe)	
Groundwater-Smith et.al	Learning in the Middle Years more than a transition	Thomson, Vic 2007

## Unit Code: EDU4MLB

### Methods B- *Integrating Curriculum*

#### Semester 2

#### 20 credit points

In this unit students will develop an understanding about how to construct authentic, integrated learning experiences for Middle Years students, and how to locate and analyse resources which will assist in presenting engaging curriculum experiences to students in this age group. This unit will also focus on ensuring that students have strategies for assisting learners with a range of difficulties. The development of ICT skills and their use in both teaching and learning underpin this unit.

#### Topics and themes covered in this unit:

#### Course planning

- Models for curriculum approaches for Middle Years students (Learning Module Methods B)
- Catering for individual differences in learning styles in curriculum choices for Middle Years (Learning Module Methods B)
- Options for assessment and reporting (Learning Module Methods B)
- Implications of Gardner's Theory of Multiple Intelligences for Middle Years engagement (1 day workshop during Intensive 2)
- Higher Order Thinking skills in the curriculum: implications and use of Bloom's Taxonomy; De Bono (1 day workshop during Intensive 2)
- ICT across the curriculum (4 days face to face during Intensive 2)

#### Assessment

Assessment type	(%)	Assessment Type 20 credit point unit- 5 400 words	Due date
Technology construction	50	Create an integrated unit in WebQuest which caters for identified learning styles and talents, encourages higher order thinking, and is linked to VELs levels 5 and 6.	Week 6
Program analysis, collaboration and presentation	50	Evaluation of curriculum models. Describe and evaluate an initiative in a school you have experienced where curriculum has been modified in line with middle years research. In what ways do these initiatives identify and cater for the needs of individual students? Collaborate with a partner or group to produce a joint presentation of no more than 15 minutes.	Week 13

#### Readings

Author	Title	Publisher
Beane, J.	A Middle School Curriculum: from rhetoric to reality	National Middle School

		Association, 1990
Daniels, H., Bizar, M.	Teaching the Best Practice Way Methods that Matter K-12	Stenhouse Publishers, 2005
Latham, G. et.al.	Learning to teach	Oxford, 2006
Shelly, G.B. et al	Teachers Discovering Computers: Integrating Technology and Digital Media in the Classroom (4th Edition)	Thomson, 2006
Murdoch, K. & Hornsby, D.	Planning Curriculum Connections: Whole-school planning for integrated curriculum	Eleanor Curtin Publishing 2003 (3rd edition)
Wormeli, R	Meet Me in the Middle	Stenhouse Publishers, 2001

## Unit Code: EDU4COE

### Context of Education

#### Semester 2

#### 10 credit points

The purpose of this unit is to enable students to understand the context of teaching with focus on current issues which impact on teaching as a career. Together with understandings of theories of learning and their potential impact on teaching (Issues A) and consideration of curriculum sources and resources (Methods A) this unit will culminate in students writing a personal philosophy of education.

### Topics and themes covered in this unit:

The Context of Schooling (Learning Module Ed Contexts)

Becoming a professional (Learning Module Ed Context)

The social, political and cultural context of education (Learning Module Ed. Contexts)

Working with Indigenous students (One day Intensive 3- What Works program)

Psychological perspectives including Mental Health and Wellbeing/Teachers (One day workshop Intensive 3)

The legal contexts of Teachers' work (combined with)

Issues of access, privacy and copyright in computer use (One day workshop Intensive 3)

Addressing Key Selection Criteria (online guidance and individual assistance)

### Assessment

Assessment Type	(%)	Comments	Due date
Essay	75%	Essay: Topic "What is your Philosophy of Education based on your developing understanding about theories of learning and their impact on teaching (1500 - 2000 words)	Week 4
Reflective journal	25%	This journal will demonstrate the student's capacity to reflect on their learning throughout the course	Week 14
Online collaboration	10	Designated participation during collaborative stage of L.M Ed Contexts	

Author	Title	Publisher
Carrington, V	Rethinking Middle Years Early Adolescents, schooling and the digital culture	Carrington, Vic 2006
Chadbourne, R	Middle Schooling for the Middle Years What might	Australian Education

	the jury be considering	Union 2001
Groundwater-Smith et.al	Teaching challenges and dilemmas	Thomson, Vic 2003
Marsh Colin	Becoming a Teacher	Pearson Education 2004
Moss, J	Invitations and Inspirations- Pathways to successful teaching	Curriculum Corporation 2004

## Unit code: EDU4TPB

### Teaching Practicum B

#### Semester 2

#### 20 Credit Points

In this unit students undertake a five week teaching block in a P-12 or Secondary setting. Students must teach in the upper Middle Years, that is Years 8-10. Where a P-12 school is available students may have the option of teaching across the Middle Years. Students undertake class teaching and other associated teaching duties under the supervision of a qualified teacher.

Students are expected to teach for increasing periods of time, beginning with 2 lessons per day, followed by half day control periods and full control in the last week of the round. Where full day control is being undertaken by the student, modified lesson plans may be developed if acceptable to the supervisor.

Support for students in schools will be available through email, WebCT Discussion or Chat facilities to seek support for ongoing assignment work and clarify matters which have arisen during the week of practicum. Students can also seek more immediate help through phone calls, WebCT Discussion and email, to designated staff whenever the need arises during practicum. The librarian at Shepparton will maintain a Discussion Forum to deal with any requests and queries during teaching rounds.

### Assessment

Assessment Type	(%)	Comments
E-portfolio	20%	This will be a compilation of materials documenting students' teaching round experiences and learning and other relevant material. It is expected that this will be a document that students will be able to use to gain employment.
Practicum	80%	The Report from the supervising teacher and a university lecturer or approved nominee will constitute the assessment for this subject. At the end of this round students are assessed as ready to teach. Students are assessed according to competencies and student attributes established in conjunction with the Victorian Institute of Teachers. A satisfactory report for each teaching round is required.

## Unit Code: EDU4LMB

### LOTE in Middle Years B

#### Semester 2

#### 5 Credit Points

This unit continues on from EDU4LMA. In this unit students consider issues associated with the teaching of languages across the transition from primary to secondary schooling. Students consider: pedagogies for dealing with students from different backgrounds; age and language learning processes; working with mandated curriculum documents for students with different experiences; integrating LOTE programs within the larger school curriculum; language lesson planning which engages learners and develops their linguistic and (inter)cultural skills; relevant teaching resources; incorporating information and communication technologies into languages course design; assessment of language knowledge, skills and content.

Class requirements are one 2-hour seminar/workshop per week (or equivalent online).

### Assessment

Assessment Type	(%)	Comments
One 1250 word assignment (or equivalent)	100	Hurdle requirement: Satisfactorily pass a resource presentation in order to pass the unit.

### Readings

Reading Type	Author	Title	Publisher
Prescribed	Victorian Curriculum and Assessment Authority	Victorian Essential Learning Standards - Languages other than English	VCAA, East Melbourne, Victoria, 2005.

Texts recommended for purchase

Author	Title	Publisher
Carrington, V	Rethinking Middle Years Early Adolescents, schooling and the digital culture	Carrington, Vic 2006
Ewing, R	Beyond the Reading Wars	PETA publication, 2006
Duquette, C	Students at Risk	Pembroke Publishers 2001
Groundwater-Smith et.al	Teaching challenges and dilemmas	Thomson, Vic 2003
Latham, G.	Learning to teach	Oxford, 2006

et.al.		
Moss, J	Invitations and Inspirations- Pathways to successful teaching	Curriculum Corporation 2004
Smith, D.L.,& Lovat, T.J.,	Curriculum: Action on Reflection	Social Science Press, 2003
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