



***SCHOOL OF EDUCATIONAL
STUDIES***

**Postgraduate Diploma in Education
[Primary]**

2007

TABLE OF CONTENTS

Description of Program	3
Course Description.....	4
Resources/Facilities.....	5
Assessment.....	6
Academic Style/ Assignments.....	7
Teaching Practice/Fieldwork	8
Student Code of Conduct.....	10
Victorian Institute of Teaching Standards.....	11
Unit Descriptions.....	13
Issues In Education (Primary A & B).....	14
Methods of Teaching	18
English.....	19
The Healthy Child	20
Technology Across the Curriculum.....	21
Mathematics.....	22
Literacy& Numeracy	23
Integrated Approach to Engaging with Everyday Science.....	24
Primary Humanities in a Global Context.....	25
Visual and Performing Arts.....	26
Professional Practice A&B.....	27
Associations for Teachers.....	28

POSTGRADUATE DIPLOMA IN EDUCATION (PRIMARY)

DESCRIPTION OF PROGRAM

The Graduate Diploma in Education (Primary) at La Trobe University provides the teacher training component for registration as a teacher in Victoria and other states, as well as many overseas countries. The student's first degree must be acceptable to the appropriate employers. Acceptance into the La Trobe Graduate Diploma in Education (Primary) course does **not** indicate such acceptance. It should also be noted that no guarantee of a teaching position is given through the completion of a Graduate Diploma in Education (Primary) course.

The Primary program is designed around the general theme of understanding, explaining and improving the practice of teaching and learning. Theory will arise out of, and be integrated with, practice wherever possible.

ADMINISTRATION

Shepparton Course Convenor:

Dr Caroline Walta
Telephone: 58 33 2589
Fax: 5833 2657
E-mail: c.walta@latrobe.edu.au

Bundoora Course Coordinator:

Dr Julie White
Telephone: 9479 2662
Fax: 9479 3070
E-mail: j.white@latrobe.edu.au

Shepparton Administration Officer:

Carla Wallace
Telephone: 58 33 2589
Fax: 5833 2657
E-mail : carla.wallace@latrobe.edu.au

THE GRADUATE DIPLOMA IN EDUCATION – PRIMARY

COURSE DESCRIPTION

The Graduate Diploma in Education (Primary) is a full-time one-year course. 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 youth in our society and to enjoy the challenges associated with good teaching.

Although students need to demonstrate appropriate undergraduate scholarship before entering the course it is necessary to state that there is an expectation that students will come to the course possessing basic computer literacy including the ability to create and save files, access material on the internet and construct a simple Power Point presentation. In addition there is an expectation of basic competence in Mathematics and English (including the ability to write and use basic grammar). A test to establish competency levels in both of these areas is administered early in Semester 1. As this is an assessment item students must demonstrate a satisfactory level of competence to continue with the course.

The Graduate Diploma in Education (Primary) has three components:

Issues in Education which deals with social, philosophical and general teaching and management issues. This course is delivered through lectures, seminars, student reading and participation in tutorial discussions - both student and staff directed.

Methods of Teaching which deals with the specific curriculum method areas taught in schools: English, Mathematics, Humanities including Civics and Citizenship, Visual and Performing Arts (VPA), Science and Learning Technologies. The course incorporates elements of the three domains presented as part of the Victorian Essential Learning Standards, namely Physical, Personal and Social Learning (incorporating Health and Physical Education); Discipline-based Learning (which contains most of the Methods listed above) and Interdisciplinary Learning (which incorporates Information and Communication Technology).

These studies are taught through a combination of lectures, seminars, student research and assessment tasks and student reading and participation in tutorial discussions, of both a student and staff directed manner. Some material will progressively be available through the University's online system WebCT and students will be given time to access this. Students are also expected to undertake the development of an interdisciplinary unit in the latter stages of the course as part of assessment.

At least two excursions, one to Melbourne for Civics and Citizenship and one to Tatura for Science are part of the course. It is expected that students will be able to arrange transport to these venues and pay any associated costs personally.

Teaching Practice which involves a minimum of 45 days of supervised teaching practice in schools. For registration purposes each student must satisfactorily complete a minimum of 45 days supervised teaching practice in state or non-state primary schools, or the equivalent. Practical teaching must be taken full-time, that is five days per week.

Students are also required to undertake 15 days of **field work** in an educational setting. A day for school familiarisation and preparation, preceding teaching rounds is part of the timetable. A whole day is set aside to spend in the school before the round commences, learning about the program and getting to know staff and students.

A pass in each of these components is required.

RESOURCES & FACILITIES

Graduate Diploma in Education Office

All general course enquiries should be directed to the Graduate Diploma in Education office. Teaching placements will be organised from the Shepparton office. Graduate Diploma students should expect to be placed somewhere in the Shepparton area during their first two teaching rounds to assist with visitations and assessment by lecturers. If the student has had two satisfactory rounds they may elect to do their third round in another area. This will be organised by the Education Office in consultation with the student.

Library

The Library, on the first floor of the McLean Building, contains material for Primary student teachers. Students are also encouraged to make use of the Shepparton Public Library and school libraries to supplement this collection.

The Library's home page (<http://www.lib.latrobe.edu.au/home/>) gives access to a vast range of resources at each of the campus Libraries, including the Library's catalogue and information about the Library, the University, electronic publications, subject lists, and a wide range of databases on the internet. Current students, are able to dial in from outside the University to access the Library databases, and 'Ask a Reference Question' online.

The Library also offers training to students in the effective use of relevant information technologies.

Opening hours

During normal semester time, the Library hours are as follows:

Monday - Thursday	8.30 am - 6.30 pm
Friday	8.30 am - 4.30 pm
Saturday - Sunday	1.00 pm - 5.00 pm

Hours during summer and mid-semester breaks can be found on the Library website.

The Borchardt Library at Bundoora holds over one million books, a strong government publications collection, a wide range of journals and a substantial audio-visual collection which includes videos, sound recordings, musical scores, multimedia CD-ROMS, slides and anatomical models.

The Library has a policy of purchasing all materials on recommended reading lists, regularly perusing educational materials to fill perceived gaps in the collection. It works closely with staff to continually develop the existing collection to meet student needs.

Computer Access

Students will be provided with a La Trobe computer account for use in the computer lab and library. Lecture notes and other relevant material will be available on WebCT.

ATTENDANCE REQUIREMENTS

A satisfactory level of attendance is **a minimum of 80 percent** of scheduled classes in each **one** of the time-tabled subjects and activities for each semester. Progress and student attendance will be reviewed at the end of each semester, and in the event of a student not satisfying course requirements, a meeting will be arranged between the Course Convenor, the student, and relevant staff members. Students who do not follow this procedure or who consistently miss sessions will be asked to 'show cause' as to why they should remain in the course.

Students who miss a session are required to submit an annotated bibliography comprising at least two (2) references directly related to the topic(s) covered in the class missed. This is to be submitted to the Course Administrative Officer Carla Wallace not more than one week after the missed session.

It is recommended that students who have missed classes through illness or compassionate grounds (and supply the necessary documentation) also complete an annotated bibliography in order to stay in touch with the course content.

UNSATISFACTORY PROGRESS

Students who do not satisfactorily meet the requirements of any of the three components of the Graduate Diploma in Education course by the date of the Chairman of Examiners meeting will normally be deemed to have failed the course and will be required to show cause why they should be permitted to re-enrol.

POLICE CHECKS

Students complete a 'Working with Children Check' through any Australia Post Office. They need to provide certified copies of documents to reach 100 points of identification. A copy of the WWC Card should be given to the Administration Office before commencement of Teaching Rounds.

ASSESSMENT

Following is the La Trobe University grading scale: Assignments will be graded using the University-wide system of *A, B, C, D, Def* or *N*. Students will be asked to resubmit if assignments do not reach a D standard, attaining a maximum pass grade of D. All finally failed pieces of work are subject to examination by a second marker.

A 80 - 100% Excellent	Outstanding level of achievement, demonstrating wide reading and an ability to conceptualize and to link the theoretical concepts addressed within 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 70 - 79% Very Good	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.
C 60 - 69% Good	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.
D 50 - 59% Fair	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 exist with the logic of arguments.
Def 45 - 49% Deferred	This provides an opportunity to resubmit and to follow the specific recommendations identified by the marker. The final mark awarded will at best be marked "D" and graded 50%
N 0 - 45% Unsatisfactory (second-marked)	An assignment is graded N. It will be deemed unsatisfactory if it fails to: - keep to the topic; - demonstrate adequate reading; - reference sources adequately, and/or - present a coherent or relevant perspective.

The assessment requirements and specific assessment criteria for each subject will be handed out when the course commences. The following general criteria will be considered:

1. evidence of appropriate reading and the ability to understand and use existing theoretical frameworks and research;
2. the ability to analyse, synthesise and evaluate relevant materials; and
3. consistent use of an appropriate academic style in the presentation.

Students must ensure that they:

- use language appropriately (spelling, grammar and expression);
- structure and develop arguments logically, making appropriate links between ideas, and
- document and reference sources appropriately (including an appropriately formatted reference list).

Academic Style

Academic writing style is a specific and formal genre that must be followed, and this includes the use of a method of citing and referencing the sources that you have used. There are several different methods of referencing, but the Harvard and the Oxford Systems are the most common. *The Study Skills Guide: A Quick & Easy Reference for Successful Study* (Keamy & Reed 1999), based on the authoritative *Style Manual for Authors, Editors & Printers* (Smooks & Co. 2002), describes most of the key features of the Harvard System. A more detailed treatment of La Trobe University's "house style" can be found in *La Trobe University Style Guide (1986)*. The most definitive style guide is the American Psychological Association (APA) guide, which is available in the library or on-line.

SUBMISSION OF ASSESSABLE WORK

All assignments are to be handed in through the Course Administrative Officer, Carla Wallace, with a cover sheet attached. They will be date-stamped, processed and sent on to the appropriate lecturer. Generally the lecturer distributes marked assignments, usually within three academic weeks.

Students are responsible for maintaining **copies (in disk or paper format) of all work**.

All assignments must be submitted in hard copy and accompanied by a School of Educational Studies (SES) Cover Sheet which includes Date, Student Name, Student Number, Level of Study, Name of Subject, Name of Course and a signed Statement of Authorship. Students must ensure that assignments are clearly named. Some assignments will need to be submitted in electronic format and may be scanned for incidence of plagiarism.

Late Submission of Assignments

Students must apply in writing to the Course Convenor, Caroline Walta, prior to the due date, for an extension, attaching medical certificates or other evidence as appropriate. Normally, extensions will only be approved in special circumstances and for a maximum of two weeks. Longer extensions will require a further application to be approved by the Course Convenor, and will be considered on a case by case basis.

Penalty for Late Submission of Assignments

Students who submit work late without an approved extension will receive a 10% deduction per day until 5 days have passed, after which the work will not be accepted. The same penalty will apply for work submitted after an agreed extension date.

Reassessment of Students' Academic Work

The School of Educational Studies adheres to the La Trobe University policy and legislation on reassessment of student work where a student feels aggrieved by the final assessment in any subject. The legislation, policy and procedure regarding reassessment may be found on the university web site <http://www.latrobe.edu.au/policies/> under Regulation 21.12.

Plagiarism

The University has a strict policy regarding plagiarism, which is defined as "the reproducing of some one else's work, ideas or findings and presenting them as one's own without acknowledgement." Students found to have engaged in this form of academic misconduct will be subject to the University's disciplinary procedures. <http://www.latrobe.edu.au/policies/>

TEACHING PRACTICE

For registration purposes each student is required to satisfactorily complete a minimum of **45 days** of supervised teaching practice in primary schools. This will be organised so that a range of schools and grade levels will be experienced. Students **may need to travel some distance** in order to experience the required range of school situations.

Teaching Practice will be completed in three blocks. The dates are as follows:

Round 1 (2 weeks)	Monday 26 th March to Friday 30 th March Monday 16 th April to Friday 20 th April Preparation day school visit Friday 23 rd March
Round 2 (3 weeks)	Monday 28 th May to Friday 15 th June Preparation day school visit Friday 25 th May
Round 3 (4weeks)	Monday 8 th October to Friday 2 nd November Preparation day school visit Friday 21 st September

School Visits by University Staff

Students will be assessed and visited by a member of the university staff at least once during either Rounds 1 or 2. In cases where student progress is questioned by school staff the Course Convenor will visit the school to assess the student, even if a prior satisfactory round has been completed. University staff will contact the school by phone in Round three to discuss student progress.

Additional School/Field-Experience

Students will be expected to participate in fieldwork in either a school or non-school setting which is relevant to teaching, for a further 15 days, making a minimum for registration of 60 days practicum. Students have choices as indicated below for field work placement. An opportunity to do Bike Ed may be available.

The purpose of field experience is to give students an opportunity not only to develop their teaching skills but also to become familiar with the organisation, and how various members of the educational community function. Students could elect to do any of the following as a suggestion:

- Assist with teaching in the classroom
- Teach small groups
- Carry out one-to-one tutoring
- Help in the library
- Assist with audio visual, computers
- Assist with lesson preparation
- Assist with practical work in classes
- Attend camps
- Attend meetings
- Take part in curriculum or information days
- Help with class fund-raising events
- Help with excursions and outings
- Assist with dramatic productions
- Take part in the organization of sport
- Assist in the office
- Help in the canteen
- Help with any other tasks which teachers, library or administrative staff normally undertake

The idea of fieldwork is not to extend the normal supervised teaching practice, as the university cannot pay for students to be placed in fieldwork settings. It is hoped that the student teachers will be useful and will help wherever possible. The student teachers will be expected to remain at the institution for a normal day unless asked to undertake some task elsewhere. Please note that paid employment cannot be considered as field work. Nor is it possible to count days which are part of the practicum experience, such as curriculum days. All field work must take place between March and November 2007.

Teaching Practice Assessment

Teaching Practice will be assessed through evaluations of school based supervisors and university staff supervisors, who observe students' practical teaching. All students are required to keep a file of practical teaching lesson plans, observation notes, assignments and resources collected from schools. Lesson plans and observational folders **must** be presented in the required format, and be available to supervisors and classroom teachers.

STUDENT CODE OF CONDUCT

LATROBE UNIVERSITY POLICY

http://www.latrobe.edu.au/policies/assets/downloads/code_of_conduct.pdf

Conduct – La Trobe University and its Students

1. Students are responsible for making themselves aware of all university rules and regulations pertaining to their rights and responsibilities as students. They can expect that the university will make such rules and regulations readily available to them to access and, where appropriate, to acquire.
2. Students are expected to be aware of all unit or subject information made available to them and to raise any questions or concerns with the appropriate academic staff member in a timely manner.
3. Students have a responsibility to participate actively and positively in the teaching - learning environment. It is expected students will attend classes as required, maintain steady progress within the unit or subject framework, comply with workload expectations and submit required work on time.
4. The university is entitled to expect honest work at all levels from students. Cheating plagiarism, fabrication or falsification of data, are not acceptable. Students are also expected to be aware of their individual rights and responsibilities regarding the proper use of copyright material.
5. Students are responsible for monitoring their own progress within the teaching-learning environment and the academic program. They will have reasonable access to academic staff for assistance and to the various academic support services.
6. Students have a responsibility to participate in the functioning of the university and to provide feedback on the teaching - learning environment. Student participation is important as students represent a key constituency within the university and provide useful perspectives on its operations.
7. Students are expected to act at all times in a way that respects the rights and privileges of others and shows commitment to the ideals of a university with special reference to excellence in performance and freedom of expression.
8. Students are expected to be aware of their responsibilities under the statutes of the university and to abide by these statutes.
9. The University's Statute on Discipline (S16) and its subservient Regulations provide procedures for handling incidents where students do not respect the rights of other members of the community.
10. The University has Statutes on Copyright (copying) and use of the University's computer facilities.
11. The University has a policy on the reassessment of student work which is the subject of another policy note. Students are encouraged to seek feedback from subject co-ordinators and may seek a reassessment through the Head of School. Failure to obtain satisfaction may be followed up with the Dean or the University Ombudsman.
12. The University has developed a range of avenues under which student grievances and appeals can be handled. These are outlined in Statute 39 – Reviews and Appeals and its subservient Regulations.
13. The University has well developed procedures to handle cases of harassment and discrimination. Advice can be provided through the Equity and Access Unit.
14. Students are informed of their responsibilities and rights (for example the Code of Conduct is reproduced in the Student Guild Diary and available on the University website).

**VICTORIAN INSTITUTE OF TEACHING
STANDARDS FOR BEGINNING TEACHERS**

(Refer VIT website www.vit.vic.edu.au)

STANDARDS OF PROFESSIONAL PRACTICE FOR TEACHERS

Code of Ethics

Whilst working in schools teachers and student teachers are expected to behave ethically at all times. The School of Educational Studies supports the following code of practice which was adopted by the Victorian Institute of Teaching (VIT) in September 2005 as a statement for all teachers in Victoria.

The purpose of this Code is to:

state the values that guide our practice and conduct enable us as a profession to affirm our public accountability promote public confidence in our profession. As teachers, we use our expert knowledge to provide experience that inspire and facilitate student learning. We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility. We hold a unique position of trust and influence, which we recognise in our relationships with students, parents (caregivers and guardians), colleagues and the community.

Integrity

(personal and professional: the quality of being open, honest and transparent) acting in the best interests of students maintaining a professional relationship with students, parents, colleagues and the community behaving in ways that respect and advance the profession.

Respect

(impartiality, fairness, recognising human dignity and worth) acting with care and compassion treating students fairly and impartially, holding colleagues in high regard, acknowledging parents / guardians / caregivers as partners in the education of their children.

Responsibility

(restricted to professional practice) providing quality teaching maintaining and developing professional practice working cooperatively with colleagues in the best interests of students.

The Framework of professional Practice

The Victorian Institute of Teaching Standards of Professional Practice for Full Registration seek to describe the elements of practice which define teachers' professional work, and which are expected of all members of the profession in Victoria. The School of Educational Studies supports these standards as a general framework appropriate for teaching in different contexts around the world. Other contexts may require different processes for full registration than those described below, but the principles will be broadly valid for all contexts. The framework consists of a statement of principle; three clear domains, eight standards and elaborated descriptions of the characteristics of effective teaching. The Victorian Institute of Teaching requires provisionally registered teachers to demonstrate the following group of eight standards through an evidenced based process in order to attain full registration. The demonstration of professional practice for full registration is required during either the first or second year of provisional registration. The following broad themes and standards together describe the essential elements of teaching. They provide a guide to effective teaching practices. The list illustrates the practices through which teachers demonstrate the quality and complexity of their professional work. Throughout the course students should strive to understand, develop and implement them into their own practice.

Professional Knowledge

1. Teachers know how students learn and how to teach them effectively.

Teachers draw on the body of knowledge about learning and contemporary research into teaching and learning to support their practice Teachers know the importance of prior knowledge and language for learning, and the impact of discussion, group interaction and reflection in the learning process Teachers know how to engage students in active learning Teachers know how classroom and program design, use of materials and resources and the structure of activities impact on learning.

2. Teachers know the content they teach.

Teachers have a sound, critical understanding of the content, processes and skills they teach. Teachers can articulate the key features and relevance of their content to their students and others, and can demonstrate how it is applied. Teachers know the methodologies, resources and technologies which support learning of the content, processes and skills they teach. Teachers are familiar with curriculum statements, policies, materials and programs associated with the content they teach.

3. Teachers know their students.

Teachers know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning. Teachers are aware of the social, cultural, and religious backgrounds of the students they teach, and treat students equitably. Teachers develop an understanding and respect for their students as individuals, and are sensitive to their social needs and the way they interact with others. Teachers know the importance of working with and communicating regularly with students' families to support their learning.

Professional Practice

4. Teachers plan and assess for effective learning.

Teachers use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their students. Teachers plan for the use of a range of activities, resources and materials to provide meaningful learning opportunities for all their students. Teachers monitor student engagement in learning and maintain records of their learning progress. Teachers select assessment strategies to evaluate student learning, to provide feedback to students and their parents/guardians and to inform further planning of teaching and learning.

5. Teachers create and maintain safe and challenging learning environments.

Teachers develop a positive learning environment where respect for individuals is fostered and where learning is the focus. Teachers provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning. Teachers use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning. Teachers establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom.

6. Teachers use a range of teaching practices and resources to engage students in effective learning.

Teachers communicate effectively with students to make their learning programs explicit, to build rapport, and to support their learning. Teachers provide and manage opportunities for students to explore ideas and develop knowledge and skills, through discussion and group activities. Teachers use and manage a range of teaching and learning strategies, technologies, activities and resources. Teachers provide meaningful feedback to students and their parents/guardians about their developing knowledge and skills.

Professional Engagement

7. Teachers reflect on, evaluate and improve their professional knowledge and practice.

Teachers regularly reflect on and critically evaluate their professional knowledge and the effectiveness of their teaching. Teachers work collaboratively with other members of the profession and engage in discussion of contemporary issues and research to improve professional practice. Teachers identify their own professional learning needs and plan for and engage in professional development activities. Teachers develop organisational and administrative skills to manage their non-teaching duties effectively.

8. Teachers are active members of their profession.

Teachers contribute to the development of school communities that support the learning and wellbeing of both students and fellow teachers. Teachers work effectively with other professionals, parents/guardians and members of the broader community to provide effective learning for students. Teachers promote learning, the value of education and the profession of teaching in the wider community. Teachers understand and fulfill their legal responsibilities and share responsibility for the integrity.

Unit Descriptions

ISSUES IN EDUCATION (PRIMARY) A & B

Codes: **EDU4PIA** 10 Credit Points
 EDU4PIB 10 Credit Points

Staff Dr Caroline Walta
 Mr Mark Farrar
 Visiting Lecturers

OUTCOMES

In this subject students will need to engage with issues regarding the contexts in which learning occurs, with specific reference to concepts drawn from the history of education, educational philosophy, sociology and comparative education.

Within the social, political and economic contexts of education, students will need to critically examine and address issues including diversity, gender, ethnicity, urban/rural differences and socio-economic status, family background, technology and social change.

Students will need to develop an understanding of critical issues concerning education and learning while exploring and discussing the links between theory and practice in a range of educational contexts. Assessment, evaluation and reporting will be considered in terms of how educational rationales, processes, and consideration of how equity issues impact upon students, teachers and other stakeholders.

CONTENT

This subject is delivered through lectures and seminars and is structured around the following themes.

The context of schooling

- The political context of education
- The social context of education
- The corporate culture of education
- The impact of globalisation
- Democratisation, devolution and decentralisation
- Current education policy in Victoria

Thinking about education

- Culturally-based assumptions about education
- Key thinkers in the philosophy of education
- Key thinkers in the sociology of education
- Key thinkers in the psychology of education

Students' mental health and wellbeing

- Teachers and pastoral care
- Notions of wellness
- The Advocacy Program

Teaching in the twenty-first Century

- What can schools do?
- Education in a post-industrial society
- Education in a globalised society
- Education and commodification
- Education and democracy
- Education and social change
- Education and technological change
- Education and ecology
- The post-bureaucratic organization of education

Becoming a professional

- Teachers and society
- Understanding yourself as a teacher
- Meeting the expectations of school and community
- Developing a professional identity
- Teachers and the law
- The Union perspective
- Addressing selection criteria
- Developing a portfolio

The process of learning

- Discipline and classroom management
- Models of teaching and learning
- Education and training
- Transmission, transaction and transformation
- Learning styles
- Forms of intelligence
- Classroom climate

The art and science of teaching

- The nature of teachers' work
- The nature of "good teaching"
- Curriculum: content and process
- Teacher as instructor; teacher as artist; teacher as carer; teacher as facilitator
- Task and student orientation
- Teacher-student relationships
- Personality and teaching style
- Teachers as change agents

Engaging students in learning

- Planning your lessons
- Teaching for knowledge and teaching for skills
- Experiential learning
- Auditory, visual and kinaesthetic modes of learning
- Teaching in middle schools and secondary schools
- Technology in the classroom

Teaching and diversity

- Access and equity in schooling
- The silent student
- Attention Deficit Disorder
- Cultural diversity in the classroom
- Gifted children
- Teaching the mixed-level class
- Cognitive and emotional development in students

Class Requirements: Four hours per week face to face.

ASSESSMENT EDU4PIA One annotated bibliography (equivalent to 1750 words) (70%) , One creative presentation (equivalent to 750 words) (30%).

ASSESSMENT EDU4PIB One 1750 word Essay (70%) , One E-Portfolio (equivalent to 750 words) (30%).

Prescribed Reading: Class Notes, Reading Lists, Prescribed web pages

Moss, J., et al. (2004) *Invitations and Inspirations: Pathways to successful teaching*. Carlton: Curriculum Corporation

Murdoch, K and Wilson, J., (2004) *Learning Links: Strategic teaching for the learner-centred classroom*. Carlton: Curriculum Corporation.

Smith, D. L. & Lovat, T. J. (2003) *Curriculum: Action on Reflection* 4th Edn Wentworth Falls: Social Science Press

Muijs, D, & Reynolds, D. (2005) *Effective Teaching Evidence and Practice*. London: Sage Publications.

Selected Resources and References

Apple, M. (1996). *Cultural politics and education*, Open University Press, Buckingham.

Brady, L. (2003) *Teacher Voices: The School Experience*. French's Forrest NSW: Pearson Prentice Hall. Brady, L. & Kennedy, K. (1999) *Curriculum Construction*. Sydney: Prentice Hall

Brookfield, S. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass

Burman, E., Cooper, M., Ling, L., Stephenson, J. (1998). (eds) *Values in Education*. Routledge, New York.

Clay, M.M. (1993) *An Observation Survey of Early Literacy Achievement*. Auckland: Heinemann

Clay, M.M. 1993, *Reading Recovery*, Auckland:Heinemann.

Department of Education (1997) *Keys to Life: Early Literacy Program*. South Melbourne : Department of Education/ Addison Wesley Longman.

Department of Education, Science & Training (2003) *Values Education Study: Final Report*, Carlton South (Vic): Curriculum Corporation

Depress, D. & Iversen, S. 1994, *Early Literacy in the Classroom: A New Standard for Young Readers*. Australia: Macmillan Education

Directorate of School Education (1995) *Reading Recovery: Victorian Booklist* Melbourne: Directorate of School Education

Eisner, E. (2004) *The Arts and the Creation of Mind* London: Yale University Press

Egan, K. (1986) *Teaching as Story Telling* University of Chicago Press

Egan, K. (2005) *An Imaginative Approach to Teaching*. Jossey-Bass

Fountas, C. & Pinnell, G.S. (1996) *Guided Reading* Portsmouth: Heinemann

Holdaway, D. (1980) *Independence in Reading*, 2nd edn., Ashton Scholastic, Gosford,

Holly, M.L. (1997) *Keeping a Professional Journal*, 2nd edn, Deakin University, Geelong.

Hopkins, D. (2002) *Teachers, Students and the Law: a Quick Reference Guide for Teachers*, Victorian Law Foundation, Melbourne.

Keamy, R., Bottrell, C. & Fildes, L. (2003) *'From Good to Great'. Schools for Innovation and Excellence: Beechworth Middle Years Cluster*, La Trobe University Albury-Wodonga Campus, Wodonga.

King, R., Hill, D. & Hemmings, B. (2000) 'Issues about diversity', in R. King, D. Hill & B. Hemmings (eds), *University and Diversity: Changing Perspectives, Policies and Practices in Australia*, Keon: Wagga Wagga.

Lewis, R. (1997). *Discipline dilemma*, 2nd edn., ACER.

Marginson, S. (1993). *Education and public policy in Australia*. Cambridge University Press, Melbourne.

Miller, J. (1993) *The Holistic Teacher I*, OISE Press, Toronto.

Murdoch, K. & Hornsby, D. (1997) *Planning Curriculum Connections*, Eleanor Curtin Publishing.

Neville, B. (2005). *Educating Psyche: Emotion, Imagination and the Unconscious in Learning*. Melbourne:Flat chat press.

Osborne, B. (2003) 'Preparing pre-service teachers' minds, hearts and actions for teaching in remote Indigenous contexts', *Australian Journal of Indigenous Education*, vol. 31, pp. 17-24.

- Print, M. (1993) *Curriculum Development and Design*, 2nd edn, Allen & Unwin, Sydney.
- Reynolds, P. (1998) 'Challenging teacher education students' attitudes towards Indigenous people', in P. Reynolds & P. Reynolds (eds), *Indigenous Issues and the New Millennium*, Social Education Association of Australia, Perth.
- Pinnell, G.S. & Foutas, C. (1998) *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*
- Smith, B. (1994) *Through Writing to Reading, Classroom Strategies for Supporting Literacy*, Routledge, London.
- Smith, D. L. & Lovat, T. J. (2003) *Curriculum: Action on Reflection*, 4th edn, Social Science Press, Wentworth Falls.
- Smyth, J. (2001) *Critical Politics of Teachers' Work: an Australian Perspective*, Peter Lang Publishing, New York.
- Standards & Curriculum Council (1996) *Gender Inclusive Guidelines for Curriculum Designers and Writers*, ANTA, Melbourne.
- Susi, F.D. (2002) *Behaviour Management: Principles & Guidelines for Art Educators*, Art Education, Vol 55, (1) p40-45
- Wilson, J. & Wing, Jan L. (2003) *Focus on Inquiry*, Curriculum Corporation: Carlton.

METHODS OF TEACHING

The course recognizes that curriculum delivery in Victorian Schools is now structured around the Essential Learning Standards which include the domain areas of Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. As generalist classroom teachers all students will undertake studies in English, Mathematics, Science and SOSE - including History, Geography and Economics in Year 5 and 6 and Visual and Performing Arts which form the Discipline Domain of the Victorian Essential Learning Standards. These subjects will be delivered through lectures, seminars and private reading and tutorials. As part of the Physical, Personal and Social Learning domain, students will study Health and Physical Education, Civics and Citizenship and become aware of catering for Interpersonal Development and Personal Learning. As part of studies of Interdisciplinary Learning students will study aspects of Information and Communication Technology; Design, Creativity and Technology as well as become aware of catering for the development of skills associated with the Communication and Thinking domains.

All method subjects will cover the following:

- the place of the method in the curriculum;
- content suitable for each year level;
- lesson and program planning;
- resources;
- teaching styles suitable to the method;
- assessment, evaluation and reporting;
- catering for individual differences;
- new developments;
- reflection on teaching practice
- essential skills and knowledge
- making curriculum meaningful and linking with other areas of Learning

A satisfactory result in each method area, as well as Issues in Education and the Teaching Practicum is required to pass the course

PRIMARY ENGLISH METHOD

Codes: EDU4PEN (Semester One, 10 credit points,)

Staff Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers

OUTCOME:

At the completion of these units, students will have knowledge of the major issues involved in the teaching of English literacy in primary schools methodologies for teaching oral language, reading and writing in a multiliterate world that requires creative and caring learning communities methodologies based on the understanding that learning is cognitive, affective and behavioural. Students will understand that literacy refers to practices which use language for thinking and making meaning in cultures (and that meaning is multilayered and problematic) the need to cater for diversity in student groups the need for a wide variety of different text types the inextricable links between language, learning and thinking.

CONTENT:

These units will address the major issues involved in English literacy at the primary level. Students will explore current approaches and strategies for teaching literacy not only through "subject English" but across the curriculum. Particular attention will be given to reading, writing and oral communication. Students will be required to read a wide 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. This unit is a prerequisite for EDU4PLN Literacy and Numeracy (in second semester). In the two units the major issues involved in English literacy at the primary level are addressed.

Class requirements: One 2-hour lecture and one 2-hour workshop per week. Additional English skills support classes will be run between 3-4pm on Monday afternoons during semester. Attendance will be linked to results of skill assessment.

Assessment: Morphology and Phonology: 45 minute test. (10%) To pass this unit, students are normally required to achieve 80% or higher on the test. Additional tests for non-satisfactory result., Literature Unit (equivalent to 1500 words) (70%). , Reading Record (equivalent to 500 words) (20%). Completed in class

Prescribed Reading:

Hornsby, D. A. (2002) Closer Look at Guided Reading. South Melbourne: Eleanor Curtin Publishing.

Wing Jan, L. (1991). WriteWays: Modelling Writing Forms. Melbourne: Oxford University Press.

Recommended Reading:

Annandale, K et.al. First Steps Reading Resource Book. 2nd edn. Port Melbourne, VIC: Rigby Heinemann (for WA Education Dept)

Ewing, Robyn. (2006) Beyond the Reading Wars: a balanced approach to helping children learn to read, Newtown NSW: Primary English Teaching Association.

Clutterbuck, Peter M., English Workbook; Excel Basic Skills Grammar and Punctuation, Years 5 and 6. www.pascalpress.com.au

THE HEALTHY CHILD

Codes: EDU4PHC (Semester One, 10 credit points,)

Staff: Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers

OUTCOME

In this unit students are provided with the theoretical basis and practical experience in activities relating to physical, mental, social and emotional health. On completion of these units students will: Understand the three strands in health and physical education, Appreciate the relationship between physical activity, fitness and health Appreciate the educational rationale for including these areas in the school curriculum, Demonstrate a basic understanding of the practical activities which comprise the primary school physical education program, Be able to plan lessons that are student-centred and activity-based, and to be able to assess and address the individual needs of all students.

Class requirements: One 2-hour seminar/workshop per week. Two 1-hour lectures per week.

Assessment: PE: prepare and deliver a game or activity with the group details to be advised.
Health: lesson plans based on group research into a health related topic. 50%

Prescribed Reading:

School of Educational Studies The Healthy Child readings

Victorian Curriculum and Assessment Authority (VCAA)
Victorian Essential Learning Standards VCAA, East Melbourne, Victoria, 2005.

TECHNOLOGY ACROSS THE CURRICULUM

Code: EDU4PLT (Semester One, 10 credit points)

Staff: Dr Caroline Walta
Mr Mark Farrar
Mr Danny Lythgo
Mr Chris Tatnall

OUTCOME

In this unit students study a variety of aspects of learning technologies from all Key Learning Areas as well as the Technology Key Learning Area. An integrated approach is provided to the effective application of learning technologies within the primary classroom. Students become familiar with current and emerging applications of technology in primary schools, participate in structured experiences designed to further their confidence and competence in using technology, and investigate a variety of resources and materials appropriate for integrating learning technologies into the primary curriculum.

Class requirements: Two 1-hour lectures and one 2 -hour practical workshop per week.

Assessment: Electronic portfolio providing evidence of a range of teaching materials for learning technologies (50%) This assessment will be done in conjunction with other Primary Teaching methods. (Peer-assessed.)1250 words, Development of digital curriculum materials suitable for cross-curricula teaching. (50%). Creation of digital curriculum materials from a selection, for example, computer game, webquest, multimedia production or other emergent technology.1250 words

Prescribed Reading:

Victorian Curriculum and Assessment Authority (VCAA) Victorian Essential Learning Standards VCAA, East Melbourne, Victoria, 2005.

Recommended Reading:

Cowley, D., Turnbull, A., Guban, A. (2000). Heinemann technology links. Heinemann.

Grabe, M, & Grabe, C (2004). Integrating Technology for Meaningful Learning. (4th Ed) Houghton Mifflin.

Johnassen, D. & Howland, J. (2003). Learning to solve problems with technology: Constructivist perspective. Merrill Prentice Hall.

MATHEMATICS

Code: EDU4PMA (Semester One, 10 Credit points)

Staff: Dr Caroline Walta
Mr Mark Farrar

OUTCOME

On completion of these units students will have a sound knowledge of relevant curriculum documents. Fundamental mathematical skills and knowledge to deal confidently and competently with daily life. The ability to weave mathematical concepts, skills and drills into an integrated curriculum. Pedagogical content knowledge that fosters the learning of primary level mathematics in a variety of contexts. Familiarity with how mathematics is taught in a variety of primary school settings and year levels, and a range of best practice teaching models. Appreciation of the role of research and additional resources to support their teaching

CONTENT

Students explore current approaches and strategies for teaching fundamental numeracy particularly for the Early Years (P-4). Students will investigate resources and materials for the teaching of mathematics and 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 will also be discussed and investigated. Students also participate in structured experiences designed to expand their personal understanding and confidence in mathematics. This unit is a prerequisite for EDU4PLN, Literacy and Numeracy.

Class requirements: One 1 hour keynote lecture, one 2 hour workshop per week plus 2 days intensive workshops.

Assessment: Diagnostic Report (2000 words) (70%), Class Presentation (equivalent to 500 words) (20%), Competency Test (10%). To pass this unit, students are required to achieve a minimum of 80% or equivalent on this test (multiple choice questions up to year 8 standard). Additional tests for non-satisfactory result will occur.

Recommended Reading:

de Klerk, J. (2001). Illustrated Maths Dictionary. Longman

Zevenbergen, R.& Dole, S. and Wright, J.(2005). Teaching mathematics in primary schools Allen & Unwin.

Booker, G. & Bond, D. & Sparrow, L. & Swann, P. (2004) Teaching primary mathematics Pearson, Prentice Hall

Bull, I (1999) Preparing for Secondary School Maths. Phoenix Education

LITERACY AND NUMERACY

Code: EDU4PLN (Semester Two, 10 credit points)

Prerequisite: EDU4PEN and EDU4PMA

Staff: Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers

CONTENT

Students participate in structured experiences designed to expand their personal understanding and confidence in the teaching of literacy and numeracy. The focus in this unit is on upper primary level. Students experience literacy and numeracy as forms of expression used by primary students to describe and understand what happens in the world around them.

Class requirements: Two 1-hour lectures and one 2-hour workshop per week.

Assessment: Curriculum Plan (2,000 words) (70%) This assessment will be done in conjunction with other Primary Teaching methods., In class activities(equivalent to 500 words) (20%)., Literacy Competency Test (10%).

To pass this unit, students are required to achieve a minimum of 80% or equivalent on this test. Additional tests for non-satisfactory result.

Recommended Reading:

Derewianka, B. (1998). Grammar Companion for Primary Teachers PETA,

Green, D. & Campbell, R. (2003). Literacies and Learners: Current Perspectives
Pearson Education.

Robyn Zevenbergen, Shelley Dole & Robert Wright (2005). Teaching mathematics in primary schools Allen & Unwin.

Booker, G. & Bond, D. & Sparrow, L. Swann, P. (2004). Teaching primary Mathematics.
Pearson, Prentice Hall,

Wing Jan, L. (2001). Write Ways. OUP

INTEGRATED APPROACH TO ENGAGING WITH EVERYDAY SCIENCE

Code: EDU4PSC (Semester Two, 10 credit points)
Staff: Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers

CONTENT

Through Science, we aim to empower children for a mature role in a continually changing society. Empowerment comes from being able to make informed judgements which are often based on examining and assessing the evidence about issues in society involving scientific questions and technological artefacts. In this unit, students are introduced to a consideration of the aims of science teaching in the primary school and some strategies and activities suitable to develop critical and analytical skills within the learners. Students focus on the development of activities designed to encourage children to increase their knowledge and understanding of scientific explanations for natural phenomena around them. In line with the Victorian Essential Learning Standards, this unit adopts an interdisciplinary approach to the learning of science.

Class requirements: Two 1-hour lectures and one 2-hour workshop/practical session per week.

Assessment: One 2000 word unit of work (80%) This assessment integrates the probing of students' prior knowledge, use of ICT and links to other discipline areas into an integrated unit. Online test (equivalent to 500 words) (20%). A 20-question multiple choice, short answer test done online based on content studied in the unit.

Prescribed Reading:

VCAA Victorian Essential Learning Standards: Science VCAA 2005

Recommended Reading:

Fleer, M. and Hardy, T. (2001). Science for Children: Developing a Personal Approach to Teaching. Prentice Hall, Malaysia.

Cross, R. (1996). Teaching Primary Science: Empowering Children for their World. Longman Press.

PRIMARY HUMANITIES IN A GLOBAL CONTEXT

Code: EDU4PSO (Semester Two, 10 credit points)

Staff: Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers

CONTENT

This curriculum area introduces the principles that inform the teaching of Humanities to primary school students. Students examine aspects of knowledge and society through historical, geographic and economic concepts and develop key understandings, skills and values in social inquiry.

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Integrated Inquiry Unit assignment of 2000-2500 words (80%) This task incorporates Humanities, English and Learning Technologies. , Micro-Teaching Activity (500-word equivalent) (20%).

Prescribed Reading:

Victorian Curriculum and Assessment Authority (VCAA) Victorian Essential Learning Standards VCAA, East Melbourne, Victoria, 2005.

Recommended Reading:

Gilbert, R. (2004). (ed). Studying Society and Environment: A guide for Teachers. 3rd Edn. Thomson, Melbourne.

Marsh, C. (2004). (ed). Teaching Studies of Society and Environment. 3rd Edn. Pearson Education, Australia.

VISUAL AND PERFORMING ARTS METHOD

Code: EDU4PVA (Semester Two, 10 credit points)

Staff: Dr Caroline Walta
Mr Mark Farrar
Visiting Lecturers T.B A

CONTENT

In this unit students will cover the curriculum areas of the Arts and includes visual arts, music, dance and drama. Students engage in a variety of practical experiences and specific methodologies reflecting learning theories in these areas.

Class requirements: One 2-hour workshop per week.

Assessment: Presentation of a visual art activity (equivalent to 600 words) (20%), Group performance task integrating the Arts (equivalent to 1800 words) (60%)., Creating a music piece appropriate for primary education (equivalent to 600 words) (20%).

Prescribed Reading: Victorian Curriculum and Assessment Authority (VCAA) Technology, Curriculum and Standards Framework (CSF) II Victoria VCAA, East Melbourne, Victoria, 2000.

PROFESSIONAL PRACTICE A & B

Code: EDU4PTA (Semester One, 10 credit points)
EDU4PTA (Semester Two, 10 credit points)

Students must obtain a *Working With Children* clearance record before embarking on teaching practice. Students spend 45 days in schools or other teaching locations where they undertake class teaching and other associated teaching duties under the supervision of a qualified teacher.

Class requirements: 45 days of school-based placement. There will also be 15 days of supervised field work in schools or an education centre. There is a total of 45 days of supervised teaching practice taken over the duration of the Graduate Diploma in Education (Primary) course.

Assessment: A satisfactory report for each teaching round from supervising teacher and University lecturer. (100%)

Students are placed in a variety of schools in Semester 1 and 2 for supervised teaching practice. Placements are made by the Course Administrator. Teaching practice will be organised so that a variety of schools and grade levels can be experienced. Students may be required to travel some distance in order to experience the required range of school situations.

Students who do not receive a satisfactory teaching report at the end of the first teaching practicum, or who have not fulfilled the requirements of the practicum as specified in the Teaching Experience Handbook will be required to show cause why they 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. Please note students are discouraged from undertaking teaching practice in schools where an immediate family member is present as a staff member or student.

Familiarisation and preparation days

Before the first teaching round students are advised to undertake a day's familiarization in the school where they have been placed. Prior to the teaching rounds students should spend a day in the classroom in which their teaching will take place.

Recommended Reading:

Moss, J., et al. (2004). *Invitations and inspirations: pathways to successful teaching*. Curriculum Corporation, Carlton.

ASSOCIATIONS FOR TEACHERS

Australian Education Union

<http://www.aeuvic.asn.au/>

Geography Teachers Association of Victoria

President: Dominique Wiegand

Education officer: Noel Broadway

Email: eo@gtav.asn.au

History Teachers Association of Victoria

President: Richard Smith

Education Officer: Michael Spurr

Email: education@htav.asn.au

ICT in Education Victoria

Executive Officer :Michelle Cox

michelle.cox@ictev.vic.edu.au

Modern Language Teachers' Association of Victoria

President: Dr Margaret Gearon

margaret.gearon@education.monash.edu.au

Primary English Teaching Association (PETA)

HTTP: [/WWW.PETA.EDU.AU/](http://WWW.PETA.EDU.AU/)

Science Teachers Association of Victoria

Education Officer: Cheryl Beale

Email: EDUCATION@STAV.WC.EDU.AU

The Mathematical Association of Victoria

President: Ray Peck

Email: peck@acer.edu.au

Vice-President : Pam Dudgeon

Brunswick North West Primary School

Email at: vasst@vasst.asn.au

Victorian Association for the Teaching of English

Education Officer: Debbie de Laps

Email: ddelaps@vate.org.au

Victorian Association of Social Studies Teachers inc (VASST)

President :Gabrielle England

Curriculum Consultant, NlvfR, DE&T

Victorian Information Technology Teachers' Association

President: David Dawson (Melbourne Grammar)

Executive officer: Stella Cugley

Email: FEEDBACK@VI17A.ORG.AU