



DEAKIN
UNIVERSITY AUSTRALIA

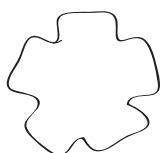
EDUCATION

POSTGRADUATE

| MELBOURNE | GEELONG | WARRNAMBOOL | OFF CAMPUS

2012

APPLIED LEARNING |
EDUCATIONAL LEADERSHIP AND ADMINISTRATION |
EARLY CHILDHOOD EDUCATION |
EDUCATION |
HIGHER EDUCATION |
PROFESSIONAL EDUCATION AND TRAINING |
RESEARCH DEGREES |
SPECIAL EDUCATIONAL NEEDS |
TESOL |
TLOTE |



EDUCATION

Welcome



Professor Diane Mayer.

The School of Education embraces the mission of Deakin University: that our teaching and learning, research, partnerships and international programs will be relevant, innovative and responsive.

We conduct our work across three of the University's four campuses: at the Melbourne Burwood Campus, the Geelong Warrn Ponds Campus and the Warrnambool Campus. We also maintain a strong commitment to distance education and flexible learning. The opportunity to 'learn where you live' means that our students come from not only all areas of Victoria, but also across Australia and from international destinations.

The School offers a comprehensive range of postgraduate courses encompassing school education and lifelong learning. School education is the largest sector for which our courses are designed, with pre-service and in-service courses provided for early childhood, primary and secondary teaching. At the graduate and in-service levels we offer professional development programs for those involved in TAFE and other VET provision, workplace learning and training, community and adult education, early childhood education and higher education, as well as

specialised courses in Educational Leadership, Teaching English as a Second Language (TESOL), Languages Other Than English (LOTE) and Special Educational Needs.

The School continues to foster and maintain a vibrant culture of research with a critical mass of researchers associated with the major discipline of education. We have increased our research performance each year and maintained our leadership position in Australia, both in educational research, and in the provision of innovative and flexible doctoral programs. We foster collaborative and team-based research programs through our research groups: the Centre for Partnerships and Projects in Education and the Centre for Teaching Asian Languages and Cultures. The School also hosts one of Deakin's Strategic Research Centres – the Centre for Research in Educational Futures and Innovation.

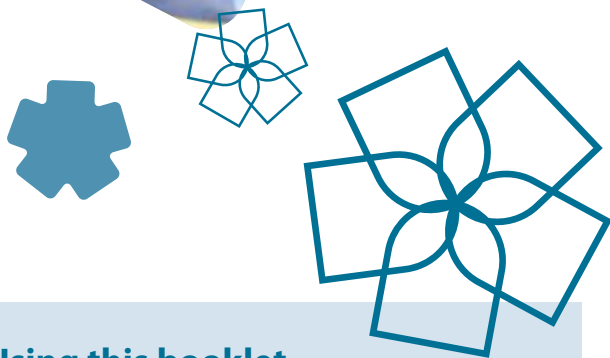
Please read on to see what makes Deakin University such a vibrant and supportive place to study.

Professor Diane Mayer
Head of School
School of Education

Finding more information

2012 Postgraduate Course Guide	Postgraduate study area booklets	Visit our web site	Talk to us	Visit us
This guide provides a list of the postgraduate courses Deakin offers, detailed information about types of postgraduate study, how to apply, our campuses, and study options, such as part time and off campus (distance education). To request a copy phone 1300 DEGREE (1300 334 733) or download at www.deakin.edu.au .	Deakin has a range of postgraduate study area booklets. These booklets provide more information about each course, including course structures, career opportunities and unit descriptions.	Visit our web site for more comprehensive information including details of new courses, campuses, facilities, fee and support services at www.deakin.edu.au . To search for courses and view unit descriptions visit www.deakin.edu.au/courses .	If you require more information or would like to speak with a student adviser, call 1300 DEGREE (1300 334 733). You can also contact us via email: enquire@deakin.edu.au .	There are numerous opportunities to talk face-to-face with Deakin staff at events such as Open Day and Postgraduate Information Nights. See the inside back cover of this guide for details.

Contents



Using this booklet

This booklet provides you with detailed information about Deakin's postgraduate courses in Education (for domestic students), including course overviews, course structures, career opportunities and detailed descriptions of individual units at the back of the booklet.

It is designed to be read in conjunction with the *2012 Postgraduate Course Guide*, which gives an overview of Deakin's postgraduate courses, detailed information about types of postgraduate study, how to apply, our campuses, student support services and study options such as part time and off campus (distance education).

Once you have chosen the course you want to study, applying to study at Deakin is easy. You can apply online, track the progress of your application and accept your offer at www.deakin.edu.au/apply.

Deakin University also produces course guides specifically for international students. To request a copy, phone Deakin International on +61 3 9627 4877.

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About postgraduate study

What is postgraduate study?

Postgraduate courses are for students who have completed an undergraduate degree or for those with significant work experience. You can start postgraduate studies to advance your career or change direction to a completely new field. Postgraduate study can also give you the opportunity to pursue a personal interest in a subject or discipline area. In particular, it can allow you to extend your undergraduate studies through research degrees where you can pursue your own theories or ideas at a high conceptual level. You may undertake postgraduate study by coursework or research. The best option for you will depend on your reasons for studying.

What are coursework programs?

A postgraduate coursework degree typically involves a series of units, with specific coursework and assessments. Our postgraduate coursework programs give you the opportunity to complete a [graduate certificate](#) (designed to enable you to develop skills in a specialised area not necessarily related to your undergraduate degree), [graduate diploma](#) (more specialised and generally vocationally-focused) or [masters by coursework](#) (intensive course in which the qualification is directly relevant to your career) in a structured learning format.

What are research degrees?

A research degree involves completing an approved program of research under the guidance of one or more supervisors within a prescribed time period. Research degree programs encourage you to develop independent research skills and are for students who want to pursue their own theories and ideas at a high conceptual level. Deakin offers three types of research degrees – masters by research (usually involving some coursework and a thesis of not more than 50 000 words), Doctor of Philosophy (PhD) (usually involving some coursework and a thesis of not more than 100 000 words) and Doctor of Psychology (combining a research project, coursework and structured research tasks that are specifically related to professional practice and are often carried out in the workplace).

What is Credit for Prior Learning?

Credit for Prior Learning is credit granted towards your Deakin course for relevant approved study or work experience. There are two aspects to Credit for Prior Learning:

- » credit may be transferred to your Deakin program from completed or partially completed studies you have undertaken at other accredited institutions; and
- » credit may be granted on the basis of knowledge and skills acquired through uncredentialed learning.

Benefits of postgraduate study

No matter what stage of your career you are at, postgraduate study can help you stand out in the marketplace and expand your networks. Research found the main benefits of postgraduate study are:

- » increased income – on average, people with postgraduate qualifications earn as much as \$18 000 more per year compared to those with only a bachelors degree (*Postgraduate Destinations 2007*, produced by Graduate Careers Australia)
- » increased job satisfaction – a 2010 survey* found that students who completed Deakin postgraduate programs increased their job satisfaction by 93 per cent within 12 months
- » career advancement – a 2010 survey* of Deakin graduates found that 42 per cent attained a more senior position within 12 months of completing their postgraduate studies.

* Research conducted by First Point Research and Consulting in 2010.



Student support services

Deakin University offers a complete range of services and programs to support students throughout their studies.

- » **Study advice** – including time management, reading and note-taking, developing your academic English, avoiding plagiarism, critical thinking, writing essays and reports, class presentations and exam preparation.
- » **Career development and employment** – including career guidance, job search assistance, and interview and resume skills training.
- » **Counselling and personal support** – professional and experienced counsellors provide free, confidential counselling where personal concerns or stresses are affecting your studies.
- » **Financial support** – including interest-free loans, grants, food vouchers and rental assistance.
- » **Religious services** – including spiritual counselling, faith support services and worship and prayer spaces.
- » **Medical centre** – medical and nursing healthcare and advice to students across all campuses, including GP consultations, vaccinations, tests and screenings and referrals to specialists.
- » **Library** – access more than 1.47 million books, journals, newspapers, videos, CDs and DVDs across the campus libraries. Off-campus students located in Australia may have print material from any campus library sent to their nominated address free of charge. Many of the library's resources are also available online.

- » **IT at Deakin** – all students can access 24-hour computer laboratories on each campus, and email and internet access for study purposes.
- » **Disability services** – the Disability Resource Centre can provide students who have a health condition or a disability (long term or temporary) that affects access or ability to study, with alternative assessment arrangements, academic support workers, study materials in accessible formats and help with assistive technology.

For more information about postgraduate study at Deakin, please refer to the *2012 Postgraduate Course Guide* or visit www.deakin.edu.au/postgrad.

Flexible delivery

Deakin's postgraduate courses are designed to be flexible so you can study when and where it suits you. You don't have to be a full-time, on-campus student to gain a postgraduate qualification at Deakin. We offer a range of study options and modes to choose from, including off-campus study.

Find out what will best suit you in the *Choose how you study* section on page 32, or get in touch using the contact details at the back of this booklet.



Meg Colasante
Master of Professional Education and Training, 2009
Off campus
Employed: Educational Developer RMIT University

Moving to a new role within the tertiary education sector was the motivation for Meg Colasante to look for a postgraduate course with a focus on e-learning.

She chose Deakin's Master of Professional Education and Training for a range of reasons. 'The course allowed application across both vocational and higher education sectors of my workplace, and the choice of "flexible, online and distance education" units allowed me to tailor the course to suit my professional needs,' she says.

She adds, 'having the option of coursework, research or a mix of the two meant I could take advantage of the mix to add research skills to my professional development,' and notes that a final factor in her choice was the 'administrative

support' she received from the first day she inquired about the course.

'Deakin's staff were very good at ensuring distance/online learning wasn't a poor cousin to face-to-face learning. They were very generous with their advice and guidance.'

Meg, who has previously worked in the health sector as a registered nurse and in pathology collection, as well as in the TAFE sector, currently works as an educational developer at RMIT University's College of Science, Engineering and Health and also teaches on occasion in both

VET and postgraduate sectors on instructional design-related subjects.

Both the e-learning aspects and the research skills gained from the course have been applied directly to her work.

Meg says one of the most enjoyable aspects of her time at Deakin, aside from the interaction with other students and educators, was how smooth the whole process was for her.

'Deakin's staff were very good at ensuring distance/online learning wasn't a poor cousin to face-to-face learning. They were very generous with their advice and guidance, particularly in the research units.'

About Education

Deakin's School of Education offers a comprehensive range of graduate entry and postgraduate courses encompassing school education and life-long learning.

Most of these courses are designed for school education (primary and secondary), however, the School of Education also offers professional development programs for those involved in TAFE and VET, workplace learning and training, community and adult education, early childhood education, and higher education.

Teaching is the largest profession in Australia. More than 200 000 teachers work in 10 000 schools teaching more than 3 000 000 students. Most teachers work in state or independent primary and secondary schools. Many others work in pre-schools or childcare centres with very young children, in early childhood education, special education with people of all ages, or with older teenagers and adults in institutes of technical and further education (TAFE)/vocational education and training (VET), community education centres, private colleges, universities and workplaces.

At a postgraduate level, Deakin offers courses that are suitable for graduates from other discipline areas who wish to enter the teaching profession, as well as for professional educators looking for courses that will offer excellent career prospects by advancing their qualifications and knowledge, and making them better teachers. In addition, Deakin offers the Graduate Certificate of Higher Education, for those seeking credentials to teach in tertiary education, and courses in early childhood education, special educational needs, Teaching English to Speakers of Other Languages (TESOL), Teaching Language other than English (TLOTE) and applied learning – which is designed to train teachers in specialist areas and prepare them to teach with an applied and vocational learning orientation.

Study areas

Applied Learning

This exciting and innovative program is designed to prepare creative teachers and educators to work with young people in secondary schools, TAFE and Adult and Community Education agencies (ACE). The program responds to the challenge to adequately provide young people with the knowledge, skills and values for a range of further study and employment pathways.

Educational Leadership and Administration

The management of learning is becoming a feature of many complex organisations that see themselves as 'learning organisations'. Courses in these areas explore what might constitute the responsibilities of those involved in managing such organisations and the learning processes within them. While schools are a focus of much of the work in this program, the basic ideas are equally applicable to other learning organisations and those who work within them.

Early Childhood Education

As Australia is on the cusp of significant growth in the early childhood education sector, this course has been developed as a new teacher education program to address the potential shortage of four-year trained kindergarten and childcare centre teachers. Deakin's course focuses on experiential learning in workplace settings and communities.

Education

With several specialised areas available, we offer you an understanding of contemporary education issues and discourses; high-level critical and evaluation skills; and enable you to demonstrate the ability to undertake educational research projects.

Higher Education

Our studies in Higher Education are designed to meet the requirements for credentialed tertiary teaching for academic staff.

Professional Education and Training

These courses are suitable for professional educators and trainers working or intending to work in learning and development, education and training and human resource development roles. They attract people engaged in business, government, the training sector, flexible delivery, distance education, higher education, VET in schools, TAFE teaching or in an area combining these.

Special Educational Needs

The Special Educational Needs off-campus courses are designed to address the needs of teachers and other professionals involved in the education of students with special educational needs. The courses address the fundamental philosophy of inclusion for people with disabilities and impairments within school education systems.

Teaching English to Speakers of Other Languages (TESOL)

We have several courses designed specifically to address the wide diversity of educational backgrounds of students who are interested in teaching English. They are designed for experienced TESOL professionals wishing to develop their understanding of current practices as well as those seeking to obtain a teaching qualification in this area.

Teaching Languages Other Than English (TLOTE)

This course is designed for qualified and experienced TLOTE professionals who wish to reflect on, evaluate and critique their practice, and who wish to develop their understanding of contemporary second language teaching in order to take on leadership roles in their workplace.

➡ Continued on next page ...



About Education

Training and registration

It is important to check with each relevant state organisation regarding training and registration requirements. Teachers in all Victorian schools (government and independent) need to be registered by the Victorian Institute of Teaching (VIT). For more information visit the VIT web site: www.vit.vic.edu.au. Refer to the VIT specialist area guidelines for further information regarding the level of study necessary in order to teach in Victorian government schools.

Postgraduate courses offered by Deakin that meet the four-year tertiary educational requirement stipulated by VIT include:

- » Graduate Diploma of Education (Applied Learning)
- » Graduate Diploma of Teaching (Primary)
- » Master of Teaching.

Knowledge and skills

Our courses cover key issues, concepts and knowledge required by professional teachers. We consult with practising teachers and principals from Australian and international institutions, as well as vocational and industry personnel about course content and assessment to ensure local and international professional relevance.

Flexibility

Deakin's postgraduate programs are genuinely flexible to help you fit your studies in with your work and personal commitments. For example, the unique mixed-mode delivery of the Graduate Diploma of Education (Applied Learning) means that you enjoy the benefits of intensive on-campus workshops as well as the flexibility of Deakin's unique online studies.

Many of our courses also offer you the flexibility to focus on fields such as educational leadership and administration, coordination, specialist areas, professional development, or principal positions in schools. Alternatively, you can decide to move from school education to other education and training sectors.

Quality

At Deakin we pride ourselves on providing quality postgraduate courses for people working or aspiring to work in professional education and training. Quality is evident in all aspects of our courses from the standard of study materials to teaching staff who are leaders in their field. Ranked among the best in the world, our library service has set a benchmark for Australian universities. Regardless of where you live, resources can be posted, or accessed from our library's comprehensive electronic collection.

Invest in your career

A postgraduate course in education is an investment in your career. Graduate certificate courses are only offered on a fee-paying basis. Masters courses are usually full-fee-paying, however, Deakin University offers a limited number of Commonwealth Supported Places (CSP). If you are initially allocated a fee-paying position, you may still be eligible for a CSP later in the course.

These CSP allocations will be offered on the basis of your performance in the first four units of study.

Australian citizens, holders of permanent humanitarian visas or holders of a permanent visa who are undertaking bridging study for overseas-trained professionals, can access an interest-free loan to cover their tuition fees through FEE-HELP. Further details regarding FEE-HELP are available at www.goingtouni.gov.au. For current information on fees please visit www.deakin.edu.au/fees.



Margie McCormick
Master of Professional Education and Training, 2011
Off campus
Employed: Midwifery educator,
a large Melbourne maternity unit

'Currently, I am a midwifery educator within a large Melbourne maternity unit. I have more than twenty years of clinical experience and knowledge in midwifery and nursing, however, I felt strongly that I needed to improve my professional development in the area of teaching and learning in adult education. The knowledge and skills gained by completing a Master of Professional Education and Training have enhanced my ability to deliver high quality teaching and learning programs.

I chose Deakin for postgraduate study because of the flexibility in the online and off campus approach. I work full time so the ability to complete online units was very appealing as I could study at my own pace.

A highlight of my study was completing a research paper in an area specific and relevant to my practice as an educator. This provided me with a wonderful opportunity to develop research

'The Library provided a vast range of facilities, and the access to databases, prompt delivery of books and emails really assisted my learning.'

skills and knowledge. Another highlight was the support services Deakin offers its students such as the library. The library provided a vast range of facilities, and the access to databases, prompt delivery of books and emails really assisted my learning.

My research experience at Deakin was so positive and encouraging it has given me the confidence to pursue further research studies. This will enable me to have more opportunities within the workplace to enhance my career.'





Kylee Millar
Bachelor of Arts, Deakin University, 2008
Graduate Diploma of Education (Applied Learning), 2010

After several years working as a business manager and extensive world travel, Kylee Millar made the decision to move her life in another direction. She returned to Australia – and Deakin University – where she completed a Bachelor of Arts majoring in English literature and Indonesian language.

'I chose Indonesian because I have always had a personal interest in other cultures and languages, especially Asian countries. I have also lived and studied in Indonesia and I chose English literature because it naturally complements the study of languages other than English', she says.

Then, for two important reasons, she chose Deakin for postgraduate studies.

'I researched Deakin's course content and teaching-learning processes and I was impressed with the University's ability to address teaching

and learning in the 21st century. Secondly, Deakin offered flexible modes of course delivery. The Graduate Diploma of Education is delivered through short intensives every few months and I was able to complete some of my Indonesian components online.'

'I researched Deakin's course content and teaching-learning processes and I was impressed with the University's ability to address teaching and learning in the 21st century.'

Kylee believes Deakin's academic staff deliver the right mix of skills to maximise learning outcomes for students.

'I enjoyed the personalised contact with

lecturers and the way in which they take different approaches to teaching and learning – including the flexible and innovative approaches to course design and presentation. The course I have completed was planned to ensure that the essential knowledge and skills were developed,' she says.

Since the successful completion of her postgraduate degree, Kylee has had appointments at three schools and most recently completed a successful VCAL teaching appointment at Geelong Technical Education Centre. She is now looking forward to working as an Indonesian Teacher at Lorne-Aireys Inlet P-12 College.

Education postgraduate coursework degrees

Course name	Course code	Years full time	Campus	Trimester intake options ²	Indicative 2011 annual fee FT ¹	Page
Bachelor of Early Childhood Education ^{3,4}	E420	[2]	B G W	T1	\$5450 (FPP)	10
Bachelor of Early Childhood Education (Honours) ^{3,4}	E421	[2]	B G W	T1	\$5450 (FPP)	11
Graduate Certificate of Education – General ⁴	E500	[0.5]	B X	T1, T2	\$7375 (FPP)	12
Master of Education – General ⁴	E700	[1]	B X	T1, T2	\$14 750 (FPP) \$5450 (CSP)	13
Graduate Certificate of Education – Educational Leadership and Administration, Special Educational Needs	E546 E544	[0.5]	X	T1, T2	\$7375 (FPP)	15
Master of Education – Educational Leadership and Administration, Special Educational Needs	E746 E744SP	[1]	X	T1, T2	\$14 750 (FPP) \$5450 (CSP)	16
Graduate Certificate of Education – TESOL	E552	[0.5]	B X	T1, T2	\$7375 (FPP)	17
Master of Education – TESOL, TLOTE	E752 E754	[1]	B X	T1, T2	\$14 750 (FPP) \$5450 (CSP)	18, 19
Graduate Certificate of Higher Education	E570	[0.5]	X	T1, T2, T3	\$7375 (FPP)	19
Master of Teaching ^{3,4}	E760	[1.5] – [2]	B G X	T1	\$14 750 (FPP) \$5450 (CSP)	20
Graduate Certificate of Teaching English to Speakers of Other Languages	E580	[0.5]	B X	T1, T2	\$7375 (FPP)	21
Master of Teaching English to Speakers of Other Languages	E780	[1] – [1.5]	B X	T1, T2	\$14 750 (FPP) \$5450 (CSP)	22
Graduate Certificate of Professional Education and Training (PET) ⁴	E592	[0.5]	X	T1, T2	\$7375 (FPP)	24
Master of Professional Education and Training (PET)	E792	[1]	X	T1, T2	\$14 840 (FPP) \$5500 (CSP)	24
Graduate Certificate of Education (Professional Development)	E540	[0.5]	B X	T1, T2	\$7375 (FPP)	25
Graduate Diploma of Teaching (Primary) ^{3,4}	E665	[1]	G	T3	\$14 750 (FPP) \$5450 (CSP)	25
Graduate Diploma of Education (Applied Learning) ³	E690	[1]	G	T1	\$14 750 (FPP) \$5450 (CSP)	26

Information correct at June 2011, Deakin University reserves the right to alter, amend or delete course offerings and other information listed.

- 1 Fees quoted are for Australian domestic students and should be used as a guide only. Fees are based on a typical enrolment in one year of full-time study. All fees quoted are for Fee-Paying Places, unless indicated CSP (Commonwealth Supported Place). Actual tuition fee charged may depend on the units studied and are subject to change. Masters program students please note: where the length of the masters program is 12 units or 1.5 years of full-time study equivalent, the indicative fee may not be a full fee for the course. For more fee information, including information about the FEE-HELP loan program and how you can defer your payments, see page 34 or visit www.deakin.edu.au/fees.
- 2 Most courses start in Trimester 1. This column indicates whether you have the option of commencing your studies in Trimester 2 or Trimester 3. Not all units are offered in every trimester.
- 3 Graduate entry preservice teaching qualification.
- 4 Also offered through the Institute of Koorie Education, which uses community-based delivery.


FT = Full time
CSP = Commonwealth Supported Place
FPP = Fee Paying Place
T1 = Trimester 1
T2 = Trimester 2
T3 = Trimester 3

KEY

- [3] Course duration in years
- [PT] Part time
- B Melbourne Burwood Campus
- F Geelong Waterfront Campus
- G Geelong Warrnambool Campus
- W Warrnambool Campus
- X Off campus

Coursework degrees

Bachelor of Early Childhood Education

 Course code E420

Admission requirements: A two-year diploma of children's services or equivalent, from a TAFE institution or other approved registered training organisation, and a current Level 2 First Aid Certificate. In recognition of this prior study, you commence this two-year degree course at level 3.

This course covers the education requirements of young children from birth to eight year olds and qualifies you for childcare centres, kindergarten and early years programs (but not for primary teaching).

This two year course follows on from studies undertaken at TAFE, such as a two year Diploma of Children's Services. It is available to qualified early childhood staff and kindergarten teachers seeking to extend their studies and upgrade their qualifications to the four year degree level.

The Bachelor of Early Childhood Education enables you to complete the course requirements of 20 credit points of study in a minimum of two years of full-time study (or part-time equivalent), inclusive of professional experience.

The course content covers all areas of program preparation, professional understandings, experience, and skills required of early childhood educators. Level 3 students will complete a minimum of 45 days of supervised professional experience in a range of early childhood settings.

The program is offered in two experience-based pathways: a rural, community-based program offered through the Geelong Waurin Ponds Campus and the Warrnambool Campus, and an on-campus city-based program offered through the Melbourne Burwood Campus. In most instances, you will be able to combine employment with your studies. You may undertake part of your professional experience placements at your current early childhood workplace and also arrange to exchange workplaces with other students.

Students enrolled in the rural program are required to attend intensives throughout the course. Each year the first intensive will be held on campus, with the remaining two-day intensives, each including an evening community seminar, to be held in community-based early childhood centres. There will be approximately one intensive held every six weeks. In addition, at level 3 you will be placed in early childhood settings (including kindergartens, long day care centres) for supervised professional experience for a minimum of two days per week. You will be expected to spend the remaining three days per week for study, assignment preparation and Deakin Studies Online (DSO) contact.

The city program has the same features as the rural program, including supervised professional experience in city kindergartens and childcare centres, and will offer community seminars. The city program also has weekly lectures, tutorials, and workshops throughout each trimester (two days per week), embedding a series of professional student and teacher seminars held at the Melbourne Burwood Campus. The city program will be suitable for domestic and international students living in the Melbourne area.

Course structure

You must complete 20 credit points of study, including a minimum of 45 days supervised professional experience.

Level 3

Trimester 1

ECE300 Language and Literacy Development
ECE301 Understanding Early Childhood Education and Learning Environments
ECE302 Children's Mathematical Development
ECE303 Children as Individuals
ECP331 Professional Experience 3A
ECP332 Professional Experience 3B

Trimester 2

ECE306 Young Children's Art and Drama
ECE307 Program Planning and Evaluation
ECE308 Young Children's Movement and Music
ECE309 Critical Issues in Safety and Child Protection
ECP333 Professional Experience 3C
ECP334 Professional Experience 3D

Trimester 3

ECE310 Transition Case Study
ECE410 Valuing Experience: Early Childhood Management and Leadership
or
ECE411 Valuing Experience: Professional Advocacy

Level 4

Trimester 1

ECE400 Cultural Perspectives Through Dance
ECE401 Advanced Management of Young Children's Behaviour
ECE402 Promoting Science and Environmental Awareness
ECE403 Developing Partnerships
ECE410 Valuing Experience: Early Childhood Management and Leadership
or
ECE411 Valuing Experience: Professional Advocacy

Trimester 2

ECE405 Inquiry into Social and Cultural Development
ECE406 Research on Organisation of Early Childhood Settings
ECE407 Child, Family and Community Health and Physical Development
ESE499 Independent Project
ECE410 Valuing Experience: Early Childhood Management and Leadership
or
ECE411 Valuing Experience: Professional Advocacy

Notes:

- (i) You need to enrol in and complete ECE310 Transition Case Study in Trimester 3 to graduate
- (ii) ECE410 Valuing Experience: Early Childhood Management and Leadership and ECE411 Valuing Experience: Professional Advocacy are work experience in industry units and do not attract fees. They are available for enrolment in Trimesters 1, 2 and 3 (year round). ECE410 and ECE411 are not to be enrolled in concurrently.

Early Childhood professional experience requirements

The course also includes a minimum of 45 days of supervised professional experience. Forty-five days will be completed over two trimesters in level 3.

Successful completion of this professional experience is required for progression to the fourth level of study.

You are required to complete a Working With Children Check (WWCC) before commencing professional experience placements.

KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Waurin Ponds Campus
W Warrnambool Campus
X Off campus

Bachelor of Early Childhood Education (Honours)

2 B G W Course code: E421

This course is a Type A Honours year for graduates of three-year bachelors degrees in Early Childhood, and also to students who have completed level three of Deakin University's BECE (E420) course with a Grade Point Average (GPA) of at least 70 per cent. Applicants applying with a Diploma of Children's Services qualification will be considered but will be required to complete the first year of the BECE prior to entry to the Honours program. This course is offered at the Melbourne Burwood Campus, and by community based delivery through the Geelong Waurin Ponds Campus.

Course structure

You must complete 10 credit points of study as follows:

Trimester 1

Select two units to suit the proposed topic area from:

ECE400 Cultural Perspectives Through Dance
 ECE401 Advanced Management of Young Children's Behaviour
 ECE402 Promoting Science and Environmental Awareness
 ECE403 Developing Partnerships

and

ECE410 Valuing Experience: Early Childhood Management and Leadership

or

ECE411 Valuing Experience: Professional Advocacy

and

EXR481 Education Research Methodology

EXR491 Education Research Proposal

Trimester 2

ECE410 Valuing Experience: Early Childhood Management and Leadership

or

ECE411 Valuing Experience: Professional Advocacy

and

EXR498 Minor Thesis Part A

EXR499 Minor Thesis Part B

Trimester 3

ECE410 Valuing Experience: Early Childhood Management and Leadership

or

ECE411 Valuing Experience: Professional Advocacy

Notes:

- (i) All units have a 1-credit-point value unless otherwise indicated: EXR498 and EXR499 are 2-credit-point units
- (ii) ECE410 Valuing Experience: Early Childhood Management and Leadership and ECE411 Valuing Experience: Professional Advocacy are work experience in industry units and do not attract fees. They are available for enrolment in Trimesters 1, 2 and 3 (level round), and are not to be enrolled in concurrently
- (iii) EXR491, EXR498 and EXR499 are individually supervised units. Regular contact with the supervising lecturer is required.



Gaining classroom experience.

Victoria Teachers Credit Union

Victoria Teachers Credit Union is a long time partner of the School of Education and provides event sponsorship and six student study awards that aim to assist our education system in the pursuit of excellence.

For more information about Victoria Teachers Credit Union, visit the web site at www.victeach.com.au.



Coursework degrees

Graduate Certificate of Education

0.5 **B** **X** Course code: E500

Admission requirements: The normal minimum educational requirement is three years of tertiary study inclusive of or in addition to an approved teaching qualification or three years of tertiary study inclusive of or in addition to at least three years teaching experience.

The Graduate Certificate of Education is designed to meet the needs of teachers and other professionals looking for career development without the extra time commitments of a longer course.

Graduate Certificate courses are normally available through part-time off-campus study, except for the TESOL program and E500 course, which are also offered on campus at the Melbourne Burwood Campus.

Course structure

You must complete 4 credit points of study comprising a combination of generic and specialist units chosen in consultation with the course coordinator.

Specialist units

Applied learning and VET in schools

ECN704 Applied Learning
ECV712 Situated Learning at Work
EEN706 Lifelong Learning

Curriculum pedagogy and assessment

ECP703 Child Protection
ECV704 Expanding Ideas of Competency
EEN706 Lifelong Learning
EXE731 Advancing Professional Development
EXE732 Social Justice and Difference
EXE733 Assessing Learning
EXE735 Evaluation: Improvement and Accountability
EXE739 Internationalising the Curriculum
EXE736 Knowledge, Learning and Learners

Education leadership and administration

ECM704 Introduction to Educational Leadership and Administration
ECM705 School Cultures and Contexts
EXE737 Leading and Managing Learning Organisations
EXE738 Policy Studies in Global and Local Contexts

Flexible, online and distance education

ECX703 e-Learning Technologies and Media
ECX712 Strategic Applications of Flexible, Online and Distance Education
EEN707 Student and Client Centred Learning
EEN708 Youth Learners in Adult Environments

International schooling

EEG701 International Schooling
EEG702 Professional Learning in International Contexts
EEG703 Power and Politics in International Schooling
EEG704 Curriculum and Assessment in International Schools
EXE739 Internationalising the Curriculum

Language and literacy education

EEL700 New Literacies in the Media Age
EEL701 Professional Learning and Literacy
EEL702 New and Traditional Literacies and Diverse Student Needs

Mathematics, science and information technology

ESM701 Teaching Mathematics Successfully
ESM704 Problem Solving and Modelling
ESM733 Exploring Space and Number
EXE733 Assessing Learning
EXE734 New Technologies in Education and Training

Special educational needs

EEL701 Learning Disabilities: Identification and Teaching Strategies
EEL714 Individualised Program Planning
EEL715 Teaching Social Behaviour
ESP701 Education and Development of Exceptional Learners

TESOL

ECL751 Pedagogy in the Globalised Language Classroom
ECL752 Innovation in Language Curriculum^
ECL753 Linguistics for Language Teaching
ECL756 Discourse Analysis for Language Teaching^
ECL773 Learning Global English in Diverse Social Contexts
ECL774 Learning an Additional Language^
ECL775 Intercultural Communication
ECL776 Language Testing and Assessment^
ECL777 Bilingualism and the Principles and Practices of Language Education

^ Offered on campus at the Melbourne Burwood Campus in Trimester 3.

Notes:

- (i) EEL702, EXE734 and ESM701 are wholly online units
- (ii) ESM733 is offered in alternate years, 2013, 2015
- (iii) EEL700 and ESM704 are offered in alternate years, 2012, 2014.

Generic units

EXE731 Advancing Professional Development
EXE732 Social Justice and Difference
EXE733 Assessing Learning
EXE734 New Technologies in Education and Training
EXE735 Evaluation: Improvement and Accountability
EXE736 Knowledge, Learning and Learners
EXE737 Leading and Managing Learning Organisations
EXE738 Policy Studies in Global and Local Contexts
EXE739 Internationalising the Curriculum
EXE740 Independent Reading Study

Notes:

- (i) EXE734 is a wholly online unit.

KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Warrnambool Campus
W Warrnambool Campus
X Off campus

Master of Education

1 B X Course code: E700

Admission requirements: The normal minimum educational requirement is four years of tertiary study inclusive of or in addition to an approved teaching qualification or four years of tertiary study inclusive of or in addition to at least three years teaching experience.

The Master of Education (MEd) builds upon the Graduate Certificate offered and if undertaken with a research paper may articulate into the Doctor of Philosophy (PhD).

This course will provide you with an understanding of contemporary education issues and discourses, and enable you to learn high-level critical and evaluation skills and demonstrate the ability to undertake educational research projects.

Masters courses are normally available through part-time off-campus study, except for the TESOL, TLOTE and E700 courses, which are also offered on campus at the Melbourne Burwood Campus.

Candidates with three years of tertiary study inclusive of or in addition to an approved teaching qualification or three years of tertiary study inclusive of or in addition to at least three years teaching experience, who have satisfactorily completed a Graduate Certificate of Education at credit level or higher, may be eligible to enrol directly into the Master of Education. Special requirements apply to the masters programs in TESOL, TLOTE and Special Educational Needs which are externally accredited programs. You must also meet any specific requirements for employment eligibility set by external bodies.

Course structure

This course is highly flexible, allowing you to choose specialist and generic units from across the range on offer to build individual strengths in specialisms, skills and knowledge. Any of the specialist units can be included to develop a specialist stream such as EEG701 and EEG702 for International Schooling.

To be awarded a Master of Education, you are required to successfully complete 8 credit points of study under one of the following configurations:

General coursework only

A minimum of 8 credit points of study from any units at masters level offered by the School of Education. Participants are encouraged to select from across the full unit range or focus on a group of units covering an area of interest.

In consultation with the course coordinator, you may include other masters level units offered by the School of Education or elsewhere.

General coursework with research paper

- » a minimum of 4 credit points of study from any Master of Education units
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR796/797 Research Paper Part A and Part B**

In consultation with the course coordinator, you may include other masters level units offered by the School of Education or elsewhere.

General coursework with minor thesis

- » 2 credit points of study from any Master of Education units
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR798/799 Minor Thesis Part A and Part B**

Note: This option is available only in special cases with approval from the course coordinator after completion of two units at distinction level or higher.

In consultation with the course coordinator, you may include other masters level units offered by the School of Education or elsewhere.

- * Where students have an equivalent research study and/or experience this unit may be replaced with another 1 credit point unit in consultation with the course coordinator.
- ** Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.
- ** Research Paper Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.

Specialist units

ECL751 Pedagogy in the Globalised Language Classroom
 ECL752 Innovation in Language Curriculum^
 ECL753 Linguistics for Language Teaching
 ECL756 Discourse Analysis for Language Teaching^
 ECL773 Learning Global English in Diverse Social Contexts
 ECL774 Learning an Additional Language^
 ECL775 Intercultural Communication
 ECL776 Language Testing and Assessment^
 ECL777 Bilingualism and the Principles and Practices of Language Education
 ECM704 Introduction to Educational Leadership and Administration
 ECM705 School Cultures and Contexts
 ECN704 Applied Learning
 ECP703 Child Protection
 ECV704 Expanding Ideas of Competency
 ECV712 Situated Learning at Work
 ECX703 e-Learning Technologies and Media
 ECX712 Strategic Applications of Flexible, Online and Distance Education
 EEG701 International Schooling
 EEG702 Professional Learning in International Contexts
 EEG703 Power and Politics in International Schooling
 EEG704 Curriculum and Assessment in International Schools
 EEI701 Learning Disabilities: Identification and Teaching Strategies
 EEI714 Individualised Program Planning
 EEI715 Teaching Social Behaviour
 EEL700 New Literacies in the Media Age
 EEL701 Professional Learning and Literacy
 EEL702 New and Traditional Literacies and Diverse Student Needs
 EEN706 Lifelong Learning
 EEN707 Student and Client Centred Learning
 EEN708 Youth Learners in Adult Environments
 ESM701 Teaching Mathematics Successfully
 ESM704 Problem Solving and Modelling
 ESM733 Exploring Space and Number
 ESP701 Education and Development of Exceptional Learners

^ Offered on campus at Melbourne Burwood Campus in Trimester 3.

Notes:

- (i) EEI714, ESM701 are wholly online units
- (ii) ESM733 are offered in alternate years, 2013, 2015
- (iii) EEL700 and ESM704 are offered in alternate years, 2012, 2014.

Generic units

Generic units focus on general contemporary educational issues. Each generic unit may be tailored toward the specialist interests of the student.

EXE731 Advancing Professional Development
 EXE732 Social Justice and Difference
 EXE733 Assessing Learning
 EXE734 New Technologies in Education and Training
 EXE735 Evaluation: Improvement and Accountability
 EXE736 Knowledge, Learning and Learners
 EXE737 Leading and Managing Learning Organisations
 EXE738 Policy Studies in Global and Local Contexts
 EXE739 Internationalising the Curriculum
 EXE740 Independent Reading Study

Notes:

- (i) EXE734 is a wholly online unit
- (ii) EXE735 offered in alternate years, 2012, 2014.

Research units

EXR781 Education Research Methodology
 EXR791 Education Research Proposal
 EXR796 Research Paper Part A*
 EXR797 Research Paper Part B*
 EXR798 Minor Thesis Part A
 EXR799 Minor Thesis Part B

EXR796, EXR797 Trimester 3 offering subject to the availability of appropriate supervisors.



Julie Rowlands

Bachelor of Education, Deakin University, 1985

Master of Education, Deakin University, 1993

Currently: PhD candidate

Warrnambool Campus

For Julie Rowlands, postgraduate study at Deakin has opened up a raft of new employment possibilities.

'When I completed my Master of Education I found that having a postgraduate degree was a great help in my career, in terms of the knowledge, skills and (the) confidence I had gained, and also the formal qualification assisted me to obtain more senior positions,' she says.

'I very much feel part of a community of researchers and scholars and am extremely grateful for the encouragement and assistance I have received.'

A former secondary school teacher who moved into management at higher education institutions

(most recently working as the Head of University Governance at Deakin), Julie is currently studying full time, thanks to a scholarship but is looking to take on a new role as an academic after completing her PhD.

Julie, who is researching the changing role of academic boards at Australian universities for her PhD, says she has had excellent support during her studies at Deakin.

'I very much feel part of a community of researchers and scholars and am extremely grateful for the encouragement and assistance I have received,' she says.

'I have been particularly fortunate to have been given many opportunities during the course of my candidature, such as presenting at conferences in Australia and overseas, and I have learnt an enormous amount from these experiences. I feel very privileged to have had this opportunity.'



Coursework degrees

Graduate Certificate of Education (Educational Leadership and Administration)

0.5 **X** Course code: E546

Admission requirements: The normal minimum educational requirement is three years of tertiary study inclusive of or in addition to an approved teaching qualification, or three years of tertiary study inclusive of or in addition to at least three years teaching experience.

Course structure

You must complete 4 credit points of study comprising two specialist units and two generic units chosen from:

Specialist units

Trimester 1

ECM704 Introduction to Educational Leadership and Administration
EXE737 Leading and Managing Learning Organisations

Trimester 2

ECM705 School Cultures and Contexts
EXE737 Leading and Managing Learning Organisations

Generic units

EXE732 Social Justice and Difference
EXE735 Evaluation: Improvement and Accountability
EXE738 Policy Studies in Global and Local Contexts



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/educators

Graduate Certificate of Education (Special Educational Needs)

0.5 **X** Course code: E544

Admission requirements: The normal minimum educational requirements is a successful completion of an approved qualification at degree or diploma level inclusive of approved teacher education. It is possible for some credit to be granted for appropriate, approved professional development programs already undertaken. Some students with alternative qualifications such as nurses, psychologists or therapists who are working in the field of disability may be admitted but may not proceed to the Master of Education (Special Educational Needs) as they will not meet the requirements for employment eligibility as teachers. It is also possible for some credit to be granted for appropriate, approved professional development programs already undertaken.

This course addresses the fundamental philosophy of inclusion for people with disabilities and impairments within school education systems.

Applicants who wish to be eligible to be employed in Victorian special schools should enrol in the Master of Education (Special Educational Needs), which includes the required supervised teaching component.

In the special educational needs specialisms, teachers and other professionals involved in the education of students with special needs address the issues of access and success for people with disabilities within the school/education system.

Course structure

You will complete 4 credit points of study comprising two from the core units and two from the elective units on offer.

Core units

Trimester 1

EEL714 Individualised Program Planning

Trimester 2

EEL715 Teaching Social Behaviour
EXE732 Social Justice and Difference

Elective units

Trimester 1

ECP703 Child Protection
EEL701 Professional Learning and Literacy
ESP701 Education and Development of Exceptional Learners
ESM701 Teaching Mathematics Successfully

Trimester 2

EEL702 New and Traditional Literacies and Diverse Student Needs
ESP703 Student Welfare and Discipline Issues



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/special-ed

Coursework degrees

Master of Education (Educational Leadership and Administration)

1 X Course code: E746

Admission requirements: The normal minimum educational requirement is four years of tertiary study inclusive of or in addition to an approved teaching qualification, or four years of tertiary study inclusive of or in addition to at least three years teaching experience.

Course structure

You are required to successfully complete 8 credit points of study under one of the following configurations:

General coursework only

- » a minimum of 5 credit points of study from the Master of Education (Educational Leadership and Administration) (including selected generic units chosen in consultation with course coordinator) of which at least three are specific to the appellation
- » up to 3 credit points from any units at masters level offered by the School of Education.

General coursework with research paper

- » a minimum of 3 credit points of study from the Master of Education (Educational Leadership and Administration) (including selected generic units chosen in consultation with course coordinator) of which at least two are specific to the appellation
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR796/797 Research Paper Part A and Part B ** undertaken in the chosen specialist area
- » up to 2 credit points from any unit at masters level offered by the School of Education chosen in consultation with the course coordinator.

Coursework with minor thesis

- » 2 credit points of study from the Master of Education (Educational Leadership and Administration)
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR798/799 Minor Thesis Part A and Part B ** undertaken in the chosen specialist area
- » up to 1 credit point from any unit at masters level offered by the School of Education chosen in consultation with the course coordinator.

Note: This option is only available in special cases with approval from the course coordinator after completion of two units at distinction level or higher.

* Where students have an equivalent research study and/or experience this unit may be replaced with another 1 credit point unit in consultation with the course coordinator.

** Research Paper Part A and Part B and Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.

Specialist units

Trimester 1

ECM704 Introduction to Educational Leadership and Administration
EXE737 Leading and Managing Learning Organisations
EXE738 Policy Studies in Global and Local Contexts

Trimester 2

ECM705 School Cultures and Contexts
EXE737 Leading and Managing Learning Organisations
EXE732 Social Justice and Difference
EXE735 Evaluation: Improvement and Accountability

Generic units

EXE731 Advancing Professional Development
EXE732 Social Justice and Difference
EXE733 Assessing Learning
EXE734 New Technologies in Education and Training (online)
EXE735 Evaluation: Improvement and Accountability
EXE736 Knowledge, Learning and Learners
EXE737 Leading and Managing Learning Organisations
EXE738 Policy Studies in Global and Local Contexts
EXE739 Internationalising the Curriculum
EXE740 Independent Reading Study

Master of Education (Special Educational Needs)

1 X Course code: E744SP

Admission requirements: Four years of tertiary study, including an approved teacher training qualification, such as a degree plus Bachelor of Teaching or equivalent, and have appropriate professional experience.

Note: This course is accredited by the Victorian Institute of Teaching for special education teachers in government schools in Victoria.

Course structure

You must successfully complete 8 credit points of study comprising 3 credit points of core units, 3 credit points of elective units and 2 credit points of practicum units.

Core units

Trimester 1

EEL714 Individualised Program Planning

Trimester 2

EXE732 Social Justice and Difference
EEI715 Teaching Social Behaviour

Elective units

Trimester 1

ECP703 Child Protection
ESP701 Education and Development of Exceptional Learners
ESM701 Teaching Mathematics Successfully

Trimester 2

EEL702 New and Traditional Literacies and Diverse Student Needs
ESP703 Student Welfare and Discipline Issues

Practicum units

Trimester 1

EEI700 Practicum Case Study*^

Trimester 2

EEI716 Practicum: Special Educational Needs^#

* EEI700 includes 15 days supervised/registered experience.

EEI716 includes 15 days of supervised teaching and 15 days of professional development activities.

^ EEI700 and EEI716 may be completed in a specialised area such as vision impairment where supervision would be conducted by a member from the visiting teacher service.

FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/educators

FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/special-ed

KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Waurin Ponds Campus
W Warrnambool Campus
X Off campus

Graduate Certificate of Education (Teaching English to Speakers of Other Languages) – TESOL

0.5 **B** **X** Course code: E552

Admission requirements: The normal minimum educational requirements is a successful completion of an approved qualification at degree or diploma level inclusive of approved teacher education. It is possible for some credit to be granted for appropriate, approved professional development programs already undertaken.

This course is designed to meet the needs of teachers working in all sectors of the TESOL field in Australia and overseas. It provides a sound understanding of key principles and current innovative practice in English language teaching around the world and is also suitable for qualified teachers who are newcomers to TESOL. Applicants who wish to teach ESL in government schools in Victoria must meet specific content and practical teaching requirements in the Graduate Certificate of Education in the related specialist field, as well as having a recognised teaching qualification which permits employment as a teacher in Victoria.

A number of adult ESL settings and programs may also require this level of qualification for employment purposes. Experienced teachers who wish to extend their expertise in TESOL into research may undertake the masters course by coursework and research paper.

Applicants without a recognised teaching qualification and who are working in the field of adult education or in overseas countries may undertake the Graduate Certificate of TESOL E580 course.

Course structure

You must complete 4 credit points of study, comprising three compulsory core units and one specialist unit.

Core units

Trimester 1

ECL753 Linguistics for Language Teaching

Trimester 1 and Trimester 2

ECL755 Professional Practice in TESOL or LOTE

Plus select one unit from the following:

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom

Trimester 2

ECL752 Innovation in Language Curriculum

Specialist units

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom

ECL773 Learning Global English in Diverse Social Contexts

ECL775 Intercultural Communication

Trimester 2

ECL752 Innovation in Language Curriculum

ECL756 Discourse Analysis for Language Teaching

ECL774 Learning an Additional Language

ECL776 Language Testing and Assessment

EXE739 Internationalising the Curriculum

Trimester 1, 2 and 3

ECL777 Bilingualism and the Principles and Practices of Language Education

Notes:

- (i) ECL751, ECL752 – You must select one of, and may choose both
- (ii) ECL755 Professional Practice in TESOL incorporates a practicum of 22 days of supervised teaching practice in TESOL for students who wish to meet Victorian Institute of Teaching requirements. The type of practicum undertaken and the number of days satisfactorily completed will be identified on your transcript.

Study at Deakin's metropolitan campus at the Melbourne Burwood Campus.



Coursework degrees

Master of Education (Teaching English to Speakers of Other Languages) – TESOL

1 B X Course code: E752

Admission requirements: Four years of tertiary study, including an approved teacher training qualification, such as a degree plus Bachelor of Teaching or equivalent, and have appropriate professional experience.

This course is designed for experienced TESOL professionals wishing to develop their understanding of current practice and issues in English language teaching in Australia and overseas. It is also suitable for teachers who are newcomers to the field of TESOL, as the core units explore the key principles and practices in contemporary English language teaching.

If you wish to teach English to speakers of other languages (TESOL) in government schools in Victoria you must meet specific content and practical teaching requirements in the related specialist field, as well as having a recognised teaching qualification which permits you to be employed as a teacher in Victoria. Applicants without a recognised teaching qualification and who are working in the field of adult education or in overseas countries may undertake the Master of TESOL E780.

Course structure

You must successfully complete 8 credit points of study under one of the following configurations:

General coursework only

- » a minimum of 5 credit points of study from any Master of Education (TESOL) units (including selected generic units chosen in consultation with course coordinator) of which at least three are specific to the appellation
- » up to 3 credit points from any units at masters level offered by the School of Education.

Coursework with research paper

- » a minimum of 3 credit points of study from any Master of Education (TESOL) units (including selected generic units chosen in consultation with course coordinator) of which at least two are specific to the appellation
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR796/797 Research Paper Part A and Part B** undertaken in the chosen specialist area
- » up to 2 credit points from any unit at masters level offered by the School of Education chosen in consultation with the course coordinator.

Coursework with minor thesis

- » 2 credit points of study from any Master of Education (TESOL) units
- » EXR781 Education Research Methodology*
- » EXR791 Education Research Proposal
- » EXR798/799 Minor Thesis Part A and Part B** undertaken in the chosen specialist area
- » up to 1 credit point from any unit at masters level offered by the School of Education chosen in consultation with the course coordinator.

Note: This option is available only in special cases with approval from the course coordinator after completion of two units at distinction level or higher.

In consultation with the course coordinator, you may include other masters level units offered by the School of Education or elsewhere.

* Where students have an equivalent research study and/or experience this unit may be replaced with another 1 credit point unit in consultation with the course coordinator.

** Research Paper Part A and Part B and Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.

Core units

Trimester 1

ECL753 Linguistics for Language Teaching

Trimester 1 and 2

ECL755 Professional Practice in TESOL or LOTE

Plus select one unit from the following:

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom

Trimester 2

ECL752 Innovation in Language Curriculum

Units for appellation

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom*

ECL773 Learning Global English in Diverse Social Contexts

ECL775 Intercultural Communication[#]

Trimester 2

ECL752 Innovation in Language Curriculum*

ECL756 Discourse Analysis for Language Teaching

ECL774 Learning an Additional Language

ECL776 Language Testing and Assessment

EXE739 Internationalising the Curriculum

Trimester 1, 2 and 3

ECL777 Bilingualism and the Principles and Practices of Language Education

Notes:

* ECL751, ECL752 – students are required to select one of.

ECL755 Professional Practice in TESOL incorporates a practicum of 22 days of supervised teaching practice in TESOL, for those applicants who wish to meet Victorian Institute of Teaching requirements. The type of practicum undertaken and the number of days satisfactorily completed will be identified on the student's transcript.

Generic units

Generic units have been developed for the masters programs. They focus on contemporary educational issues which can be applied to any specialist study and are designed to be compatible with online technologies and to complement the specialist units. Each generic unit may be tailored toward your specialist interests.

EXE731 Advancing Professional Development

EXE732 Social Justice and Difference

EXE733 Assessing Learning

EXE734 New Technologies in Education and Training

EXE735 Evaluation: Improvement and Accountability

EXE736 Knowledge, Learning and Learners

EXE737 Leading and Managing Learning Organisations

EXE738 Policy Studies in Global and Local Contexts

EXE739 Internationalising the Curriculum

EXE740 Independent Reading Study



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/educators

KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Waurin Ponds Campus
W Warrnambool Campus
X Off campus

Master of Education (Teaching Languages Other Than English) – TLOTE

1 **B** **X** Course code: E754

Admission requirements: Four years of tertiary study, including an approved teacher training qualification such as a degree plus Bachelor of Teaching or equivalent, or four years of tertiary study including at least three years teaching experience.

This course is designed for qualified and experienced TLOTE professionals who wish to reflect on, evaluate and critique their practice and would like to develop their understanding of contemporary second language teaching in order to take on leadership roles in their workplace.

If you wish to meet the criteria for employment as a LOTE teacher in Victorian schools you should also hold either a three-year, post-Year 12 major in LOTE; or current LOTE accreditation; or a statement of equivalence from a LOTE department of an approved university.

Course structure

To be awarded a Master of Education (TLOTE), you are required to successfully complete 8 credit points of study.

The course may be completed in either of two pathways, research pathway (4 credit points of specialist units and 4 credit points of research units), or LOTE Teaching option (4 credit points of core units and 4 credit points of specialist units).

Core units

Trimester 1

ECL753 Linguistics for Language Teaching

Trimester 1 and 2

ECL755 Professional Practice in TESOL or LOTE*

Trimester 1, 2 and 3

ECL777 Bilingualism and the Principles and Practices of Language Education

Plus one of the following units:

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom

Trimester 2

ECL752 Innovation in Language Curriculum

Specialist units

ECL751 Pedagogy in the Globalised Language Classroom

ECL773 Learning Global English in Diverse Social Contexts

ECL775 Intercultural Communication

ECL752 Innovation in Language Curriculum

ECL756 Discourse Analysis for Language Teaching

ECL774 Learning an Additional Language

EXE739 Internationalising the Curriculum

Research pathway

A research pathway by coursework/research paper of coursework/minor thesis is available in the masters level course.

EXR781 Education Research Methodology**

EXR791 Education Research Proposal

EXR796 Research Paper Part A***

EXR797 Research Paper Part B***

EXR798 Minor Thesis Part A***

EXR799 Minor Thesis Part B***

Notes:

* ECL755 incorporates a practicum of 22 days of supervised teaching practice in LOTE, for those applicants who wish to meet Victorian Institute of Teaching requirements. The type of practicum undertaken and the number of days satisfactorily completed will be identified on the student's transcript.

** EXR781 – where you have an equivalent research study and/or experience this unit may be replaced with another 1 credit point unit in consultation with the course coordinator.

*** EXR796/797 Research Paper Part A and Part B and EXR798/EXR799 Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.

Trimester 3 offering subject to the availability of appropriate supervisors.

Graduate Certificate of Higher Education

0.5 **X** Course code: E570

Admission requirements: An approved qualification at degree level in any field.

The Graduate Certificate of Higher Education is designed to meet the requirements for credentialled tertiary teaching for academic staff. Such credentials are becoming increasingly valued across the higher education sector, both in Australia and internationally.

The course is suitable for all academics teaching undergraduate or postgraduate students, in research supervision, and in the leadership or management of higher education. It caters for graduate students, tertiary teachers, adult educators, and professional staff engaged in supporting teaching and learning programs or delivering professional development programs. The course is designed to develop your understandings of issues, research findings and knowledge related to a range of tertiary teaching and learning contexts. Relevant policies, procedures and practices will be used to further your knowledge of quality teaching and learning as well as approaches and strategies to curriculum design, assessment, and the scholarship and leadership of teaching.

Course structure

The course comprises one compulsory core unit and three elective units taken by coursework, or coursework units with research paper pathways.

Coursework units only pathway

Core unit

EEE710 Teaching and Learning in Higher Education

Elective units

EEE712 The Strategic Academic

EEE714 The Scholarship of Teaching

EEE715 Doctoral Supervision

EEE716 Specialist Studies in Tertiary Teaching and Learning

EEE717 The Student Experience in Higher Education

One research unit pathway

Core units

EEE710 Teaching and Learning in Higher Education

EEE714 The Scholarship of Teaching

Core research unit

EEE718 Research Paper – Scholarship of Teaching A

Elective units

Select one elective unit from:

EEE712 The Strategic Academic

EEE715 Doctoral Supervision

EEE716 Specialist Studies in Tertiary Teaching and Learning

EEE717 The Student Experience in Higher Education

Two research units pathway

Core units

EEE710 Teaching and Learning in Higher Education*

EEE714 The Scholarship of Teaching

Core research units

EEE718 Research Paper – Scholarship of Teaching A

EEE719 Research Paper – Scholarship of Teaching B

* EEE710 students are required to attend a two-day residential.



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/gche

Coursework degrees

Master of Teaching

1.5 – **2** **B** **G** **X** Course code: E760

Admission requirements: A bachelors degree (or equivalent credential) in a discipline area other than teaching. In addition, if you wish to teach in secondary schools you will require studies from disciplines that enable you to qualify for two single teaching methods.

Note: This course can be completed in 1.5 years if you undertake studies in trimesters 1, 2, 3, and Trimester 1 in the following year, or in two years if you undertake studies in trimesters 1 and 2 each year. Applications for this course are accepted through VTAC.

The Master of Teaching is a new course with the flexibility of allowing you to gain a teaching qualification in early childhood, primary or secondary teaching, as well as the option of a dual qualification in early childhood and primary or primary and secondary. This option is only available if you study over two calendar years.

The course is offered in on-campus and off-campus modes with different strands available at different campuses in order to meet the needs of metropolitan, rural and regional students.

A 16 credit point course, the Master of Teaching enables candidates with a three-year undergraduate degree to complete the equivalent of two more years of study (four trimesters) that will allow registration as a graduate early childhood, primary or secondary teacher with a master's qualification.

This course has been developed in response to the growing trend, nationally and internationally, to require postgraduate qualifications for entry into the teaching profession, and to offer a number of pathways into the profession. A 12 credit point Graduate Diploma of Teaching (E663) is embedded in the course. You will have the opportunity to exit the course after three trimesters with a graduate diploma, or to complete a fourth trimester of study to graduate with a Master of Teaching, choosing options for studies in research, leadership of teaching or internship.

Career opportunities

As a graduate of the course you will be eligible to gain probationary registration for teaching in primary or secondary school settings through the Victorian Institute of Teaching, and/or registered to teach in early childhood settings by the Department of Education and Early Childhood Development on the recommendation of Early Childhood Australia (Victorian Branch).

You will have transferable organisational, leadership, human resource management and training skills. There is a strong demand for qualified teachers, and graduate starting salaries for teachers are high compared to the graduate average. The increased demand for teachers has also resulted in improvements in teaching conditions, resources and career advancement opportunities. As a graduate of this course you may find employment as a teacher within the private or public education sectors. You will complete at least 60 days of supervised school or early childhood education experience and will be required to apply for the Work With Children Check (WWCC) administered by the Department of Justice.

Course structure

You must successfully complete 16 credit points of study in the following course components.

Level 1

Trimester 1

EEE751 Teaching: Promoting Successful Learning
EPR701 Planning for Learning in Professional Experience
plus two core strand units relating to strand choice from below.

Trimester 2

EEE752 Effective Planning and Assessment

Plus one professional studies unit selected from:

EPR702 Managing Teaching in Professional Experience
EPR705 Managing Teaching in Professional Experience [^]
plus two core strand units relating to strand choice from below.

After completion of Trimester 1 and Trimester 2 studies, you must nominate your additional trimester preferences and consult with enrolment officers regarding your next trimester enrolment.

Level 2

Trimester 1 (or alternative study period Level 2, Trimester 3)

EEE753 Becoming a Professional Educator

Plus one professional studies unit from:

EPR703 Reflecting On Practice in Professional Experience
EPR706 Reflecting On Practice in Professional Experience ^{^^}
plus two core strand units relating to strand choice from below.

[^] EPR705 is taken by students undertaking a dual credential with strands in Early Childhood Education and Primary Education.

^{^^} EPR706 is taken by students undertaking a dual credential with strands in Early Childhood Education and Primary Education.

Postgraduate students at the Warrnambool Campus.



KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Warrnambool Campus
W Warrnambool Campus
X Off campus

Core strand units**Early childhood** **B** **G**

ECE761 Early Childhood Pedagogy, Curricula and Programmes
 ECE762 Language and Literacy
 ECE763 Science and Environmental Awareness
 ECE764 Young Children's Mathematics
 ECP711 The Arts in Early Childhood and Primary Education
 ECP712 Social, Physical and Emotional Health and Wellbeing

Primary **B** **X**

ECP711 The Arts in Early Childhood and Primary Education
 ECP712 Social, Physical and Emotional Health and Wellbeing
 EPL746 Primary Literacy
 EPM742 Primary Children's Mathematical Development
 EPO701 Primary Humanities, Societies and Environments
 EPS735 Primary Science and Technology Education

Secondary **B** **X**

Students enrolled in the secondary strand must complete:

EEH730 Promoting Student Wellbeing

Plus one unit from:

EXC735 Teachers and Youth Literacy and Numeracy Engagement
 EXC725 Literacy and Numeracy Across the Curriculum

Plus two Secondary Curriculum Studies units (teaching levels 7–10) in two discipline areas from:

Burwood*

Biology; chemistry; commerce and business studies; dance; drama; English; ESL (TESOL); environmental science; geography; health; history; LOTE; mathematics; media studies; music; science; humanities, societies and environment (HSE/SOSE); visual arts.

Off campus*

Biology; chemistry; commerce and business studies; English; environmental science; geography; health; history; mathematics; music; science; humanities; societies and environment (HSE/SOSE); visual arts.

* Subject to availability and demand. Double method studies are available in some disciplines.

Please visit the web site for more details on course structure.

Graduate Certificate of Teaching English to Speakers of Other Languages

0.5 **B** **X** Course code: E580

Admission requirements: Successful completion of three years of tertiary study or equivalent.

This course offers the opportunity for you to critically interpret communication in intercultural contexts; develop skills in analysing the learners' language and English as an international language. It also develops an understanding of the language teaching profession in a local and global context.

Professional recognition

Students who are qualified teachers and are eligible for Victorian Institute of Teaching (VIT) registration are advised to enrol in the accredited teaching course E552 Graduate Certificate of Education (TESOL) to teach ESL in Australian schools.

The Graduate Certificate of TESOL is not an initial teaching qualification in Australia. If you do not already hold a teaching qualification recognised in Victoria you cannot meet VIT requirements through undertaking this course.

Course structure

In consultation with your course adviser, you will select any four units from Master of Teaching English to Speakers of Other Languages (MTESOL) specialist units. If you wish to teach in language centres it is essential that you also consult the Student Support Office before selecting your units.

MTESOL specialist units**Trimester 1**

ECL751 Pedagogy in the Globalised Language Classroom
 ECL753 Linguistics for Language Teaching
 ECL773 Learning Global English in Diverse Social Contexts
 ECL775 Intercultural Communication

Trimester 2

ECL752 Innovation in Language Curriculum*
 ECL756 Discourse Analysis for Language Teaching*
 ECL774 Learning an Additional Language*
 ECL776 Language Testing and Assessment*
 EXE739 Internationalising the Curriculum

Trimester 1, 2 and 3

ECL777 Bilingualism and the Principles and Practices of Language Education

Notes:

- (i) Prerequisites apply to some units.
- (ii) Credit for Prior Learning of up to 1 credit point will be considered for students who have completed the Adult Multicultural Education Services (AMES) module 'Computer Assisted Language Learning' (CALL) for any of the 'elective'.

* Offered on campus at the Melbourne Burwood Campus in Trimester 3.



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/mteach

Coursework degrees

Master of Teaching English to Speakers of Other Languages

1 – **1.5** **B** **X** Course code: E780

This course has been specifically designed to address the wide diversity of educational backgrounds of students who are interested in teaching English.

Students who have a bachelors degree in any area, of equivalent standing to an Australian bachelors degree, can enter this course, making it suitable for students without an education qualification.

The Master of Teaching English to Speakers of Other Languages (TESOL) has two entry points, depending on your previous tertiary qualifications:

- » an 8 credit point course (one year full-time study or part-time equivalent) for applicants with four years of tertiary study and who can demonstrate teaching content either within the degree or as professional experience equivalent to six months of teaching practice or
- » a 12 credit point course (1.5 years full-time study or part-time equivalent) for applicants with three years of tertiary study.

Master of TESOL – 8 credit point program for applicants with four years of previous tertiary study

Admission requirements: A recognised four-year tertiary award, or professional qualification which is equivalent to a four-year Australian award. Applicants must be able to demonstrate teaching content either within their award or as professional experience equivalent to six months teaching practice.

Coursework pathway

You must successfully complete an 8 credit point course comprising any eight Master of Teaching English to Speakers of Other Languages (MTESOL) specialist units. If you have completed a Graduate Certificate of Teaching English to Speakers of Other Languages, you may choose up to four Master of Teaching English to Speakers of Other Languages elective units.

Research pathway

You must successfully complete an 8 credit point course comprising any four MTESOL specialist units, and four research units: EXR781, EXR791, EXR796, EXR797.

Master of TESOL – 12 credit point program for applicants with three years of previous tertiary study

Admission requirements: A recognised three-year tertiary award, or professional qualification which is equivalent to a three-year Australian award.

Coursework pathway

You must successfully complete a 12 credit point course comprising at least eight MTESOL specialist units and up to four MTESOL elective units.

Research pathway

You must successfully complete a 12 credit point course comprising any eight MTESOL specialist units, and four research units: EXR781, EXR791, EXR796, EXR797.

Course structure

MTESOL Specialist units

Trimester 1

ECL751 Pedagogy in the Globalised Language Classroom
ECL753 Linguistics for Language Teaching
ECL773 Learning Global English in Diverse Social Contexts
ECL775 Intercultural Communication

Trimester 2

ECL752 Innovation in Language Curriculum
ECL756 Discourse Analysis for Language Teaching
ECL774 Learning an Additional Language
ECL776 Language Testing and Assessment
EXE739 Internationalising the Curriculum

Trimester 1, 2 and 3

ECL777 Bilingualism and the Principles and Practices of Language Education

Elective units

Trimester 1

EXE737 Leading and Managing Learning Organisations
EXE738 Policy Studies in Global and Local Contexts
EXE740 Independent Reading Study

Trimester 2

EEL702 New and Traditional Literacies and Diverse Student Needs
EXE737 Leading and Managing Learning Organisations
EXE739 Internationalising the Curriculum
EXE740 Independent Reading Study

Research units

EXR781 Education Research Methodology
EXR791 Education Research Proposal
EXR796 Research Paper Part A*
EXR797 Research Paper Part B*

Notes:

- (i) You need to select your course structure of units in consultation with the course adviser.
- (ii) Prerequisites apply to some units.

* EXR797, EXR796 study in Trimester 3 is subject to the availability of appropriate supervisors.

Deakin offers a comprehensive range of postgraduate courses in school education and learning.



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/tesol

KEY

- 3** Course duration in years
- PT** Part time
- B** Melbourne Burwood Campus
- F** Geelong Waterfront Campus
- G** Geelong Waurin Ponds Campus
- W** Warrnambool Campus
- X** Off campus



Nazariah Sahu Palar
Master of Teaching English to Speakers
of Other Languages, 2010
Melbourne Burwood Campus

Nazariah Sahu Palar chose postgraduate study at Deakin because she wanted the opportunity to help rebuild the Aceh education system. After the devastating tsunami that swept through the province in 2004, 3500 educators perished.

She is now leading a team of Deakin Alumni who work as part of a partnership between Deakin University and the Indonesian Government.

'Three cohorts of Acehese graduates, like myself, are helping to rebuild the tsunami-shattered Aceh Province through a program of community development projects that include providing English language classes for teachers and students from disadvantaged backgrounds in the devastated Langsa region,' she explains.

The program involves Aceh graduates coming directly to Deakin to study the Master of Teaching English to Speakers of Other Languages (MTESOL).

After graduation, they return to Aceh to take part in the community rebuilding program.

'Three cohorts of Acehese graduates, like myself, are helping to rebuild the tsunami-shattered Aceh Province through a program of community development projects that include providing English language classes for teachers and students from disadvantaged backgrounds in the devastated Langsa region.'

Nazariah also teaches at a junior high school in Aceh, lectures at two universities and is an instructor for a local education centre. She says her postgraduate course at Deakin provided her

with 'great experience' and opportunities.

'It gave me the chance to provide leadership in the rebuilding of my homeland and to further my skills as an educator in the process. The MTESOL program inspired and motivated me in so many ways and it changed the way that I see myself, my profession and my environment. There were many times I found my "ah-ha" moment at Deakin,' she says.

Today, she says she is motivated by her students.

'My life and education background have taught me that I have a personal responsibility to do my best and inspire my students. I want to teach my students, many of whom are from disadvantaged backgrounds, to never give up, to pursue their dreams and that nothing is impossible.'

Coursework degrees

Graduate Certificate of Professional Education and Training

0.5 **X** Course code: E592

Admission requirements: An approved qualification at degree or diploma level, or an approved equivalent. The course is open to qualified professionals including teachers, in the field of education and training. Special entry is available for other applicants who can demonstrate that their professional needs will be satisfied by the course. Applicants who hold a Training and Assessment qualification at Certificate IV level or above will be highly regarded for special entry.

This course is designed to meet the needs of education and training professionals looking for career development without the extended time commitments of a longer course. The course allows fast-tracking into a related masters degree.

General specialism programs are suitable for students with specific postgraduate study needs for the 'adult-oriented professional education and training' sector. These degree programs offer a general course of study where you are able to choose a sequence of units from across the full range of units within the Professional Education and Training specialisations.

Course structure

You must complete 4 credit points of study units from the following chosen in consultation with the course coordinator.

ECN704 Applied Learning
ECV704 Expanding Ideas of Competency
ECV705 Learning and Development in Organisations
ECV711 Training for Diverse Learners and Contexts
ECV712 Situated Learning at Work
ECV722 Assessing Training in the Workplace
ECX703 e-Learning Technologies and Media
ECX712 Strategic Applications of Flexible, Online and Distance Education
EEN706 Lifelong Learning
EEN707 Student and Client Centred Learning
EEN708 Youth Learners in Adult Environments
EXE731 Advancing Professional Development
EXE735 Evaluation: Improvement and Accountability
EXE737 Leading and Managing Learning Organisations

Master of Professional Education and Training

1 **X** Course code: E792

Admission requirements: Successful completion of at least four years of tertiary study (or equivalent) at a recognised tertiary institution.

This course is an off-campus coursework program offered to professional educators and trainers working or intending to work in learning and development, education and training, and human resource development roles. It attracts people engaged in business, government, the training sector, flexible delivery, distance education, higher education, VET in schools, TAFE teaching, or in an area combining these.

It is available as a coursework degree either with or without a research paper.

Course structure

The course is highly flexible, allowing you to choose units across the range on offer to build the skills and knowledge you feel you need.

To be awarded a Master of Professional Education and Training, you are required to successfully complete 8 credit points of study under one of the following configurations:

General coursework only

- » a minimum of 5 credit points selected from any Master of Professional Education and Training units. Participants are encouraged to develop a marketable focus through considered selection of units.
- » up to 3 credit points from any masters level units either offered by the School of Education or elsewhere chosen in consultation with the course coordinator.

General coursework with research paper

- » a minimum of 3 credit points selected from any Master of Professional Education and Training units:
 - EXR781 Education Research Methodology*
 - EXR791 Education Research Proposal
 - EXR796/797 Research Paper Part A and Part B**A
- » up to 2 credit points from any masters level units either offered by the School of Education or elsewhere chosen in consultation with the course coordinator.

* Where students have an equivalent research study and/or experience this unit may be replaced with another 1-credit-point unit in consultation with the MPET course coordinator.

** Research Paper Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.

^ EXR796, EXR797 in Trimester 3 is subject to availability of appropriate supervisors.

Specialist units

ECN704 Applied Learning
ECV704 Expanding Ideas of Competency
ECV705 Learning and Development in Organisations
ECV711 Training for Diverse Learners and Contexts
ECV712 Situated Learning at Work
ECV722 Assessing Training in the Workplace
ECX703 e-Learning Technologies and Media
ECX712 Strategic Applications of Flexible, Online and Distance Education
EEN706 Lifelong Learning
EEN707 Student and Client Centred Learning
EEN708 Youth Learners in Adult Environments
EXE731 Advancing Professional Development
EXE735 Evaluation: Improvement and Accountability
EXE737 Leading and Managing Learning Organisations

Research units

EXR781 Education Research Methodology
EXR791 Education Research Proposal
EXR796 Research Paper Part A
EXR797 Research Paper Part B



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/prof-ed-train

KEY

- 3** Course duration in years
PT Part time
B Melbourne Burwood Campus
F Geelong Waterfront Campus
G Geelong Waurin Ponds Campus
W Warrnambool Campus
X Off campus

Graduate Certificate of Education (Professional Development)

0.5 B X Course code: E540

Admission requirements: Applicants to the course must have successfully completed an approved qualification at degree or diploma level inclusive of approved teacher education. It is possible for some credit to be granted for appropriate, accredited professional development programs already undertaken.

In addition to minimum entry requirements, international students for whom English is not their first language, are required to have an overall IELTS score of at least 7.

The Graduate Certificate of Education (Professional Development) allows you to undertake focussed short-term study programs and to gain credit for them. The course aims to provide you with high quality programs linked to your professional and career development needs in areas that are of priority for schools and systems. The programs are modular and flexible and designed around an agreed structure and a set of guiding principles.

The course is an integral part of an agreement between the Deans of Education at Victorian Universities and the Victorian Professional Development Network. In the agreement, known as the Framework for Accredited Teacher Professional Development, the universities agreed to accredit professional development modules which meet specified criteria, and to establish a process of reciprocal recognition.

Courses are constructed from a mix of generic and specialist units. Generic units address issues related to the whole field of education, while specialist units focus on a specific area. If you wish to have an award with appellation you must undertake a specified number of specialist units.

Course structure

To be eligible to graduate with this award, you need to complete four units, with at least the final two units being undertaken when you are formally enrolled at this University. The final two units are selected from the pool of masters units offered by the School of Education or from additional professional development modules undertaken with assessment, offered by the School of Education.

- ESX701 Professional Development Module 1
- ESX702 Professional Development Module 2
- ESX703 Professional Development Module 3
- ESX704 Professional Development Module 4

Note: These modules are offered at different locations around Australia.

Graduate Diploma of Teaching (Primary)

1 G Course code: E665

Admission requirements: An approved degree or diploma other than a Bachelor of Teaching.

Note: This is an initial teacher education course to enable students to complete what is usually a one-year course of study in two thirds of the time (seven calendar months full time from November to June).

This unique course is designed to prepare you with an approved degree for teaching in primary schools and provides an opportunity for you to experience studying and teaching in different educational settings. It is a specialist qualification covering all areas in primary curriculum including English language, mathematics, science, arts, social education, health and physical education and technology.

As a graduate you will be eligible to teach in primary schools and you will also have transferable organisational, management, human resource management and training skills. Graduates of this program will find careers in Australian and overseas primary schools. This program has one intake per year for a November start and a June completion.

You must complete a Working With Children Check (WWCC) before being permitted to undertake activities in schools. WWCCs are current for the duration of your enrolment and are applicable to government, Catholic and independent schools.

Delivery and location

The course is delivered on campus at the Geelong Waurin Ponds Campus with a full-time enrolment between November and June over two intensive trimesters. Over the duration of the course you must complete a minimum 45 days of supervised school experience in primary schools with children and alongside experienced teachers.

Course structure

You must complete 8 credit points of core units.

Trimester 3 (commencing in November)

EEC710 Creating Challenging Learning Environments: Engaging Students
 EEH715 Effective Teaching and Learning: Health and Physical Education
 EEL745 Students' Learning of Language and Literacy
 EEM741 Planning and Assessing Effective Learning: Mathematics
 EEO731 Individuals and Social Contexts: the Humanities
plus five days in schools (observation).

Trimester 1

EEA710 Individuals and Social Contexts: the Arts
 EEC711 The Teacher as Professional Educator
 EEP704 Professional Experience 1
 EEP705 Professional Experience 2
 EEP706 Professional Experience 3
 EES734 Planning and Assessing Effective Learning: Science and Technology

Notes:


- (i) EEC710, EEO731, EEM741, EEL745 and EEH715 are 1 credit point units
- (ii) EES734, EEC711, and EEA701 are 0.75 credit point units
- (iii) EEP704, EEP705, and EEP706 are 0.25 credit point units
- (iv) EEP704, EEP705 and EEP706 are school-based units, plus tutorials, contributing to trimester minimum of 45 days school experience.



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/education/future-students/teacher/primary

Coursework degrees

Graduate Diploma of Education (Applied Learning)

1  Course code: E690

Application requirements: A three-year bachelors degree or an equivalent advanced diploma combined with relevant work experience. Applicants must also satisfy the Victorian Institute of Teaching guidelines for at least two secondary specialist teaching areas.

As a graduate, you will be eligible for registration as a secondary teacher in Australia and overseas, and be able to teach in secondary schools from junior secondary to Year 12 level across VCE; VCAL. The course will also equip you to teach in TAFE, Adult and Community Education (ACE) providers, and youth support agencies. With increased emphasis on young people completing secondary schooling (or equivalent), there is a high demand for teachers with an understanding of the range of potential education, training and employment pathways available to young people.

Other employment for graduates includes positions within the employment sector such as group training companies, new apprenticeship centres and employment support agencies, as well as in career and vocational counselling.

Delivery and location

The course is conducted on a mixed-mode delivery model which combines on-campus workshops, off-campus/online study and a major component of work-based experiential learning in community youth learning sites such as schools, TAFE colleges, ACE agencies and vocationally relevant workplaces.

The on-campus aspects of the course (approximately 10 weeks annually for a full-time enrolment) will be delivered at the Geelong Warrn Ponds Campus in blocks of one to two weeks.

Course structure

You must complete 8 credit points of study taken from the list of units below:

Trimester 1

ECJ721 Introduction to Teaching in the Middle Years
ECJ722 Applied Learning in the Middle Years
EEE721 Youth Culture and Learning Pathways
EEJ724 Teaching for Pathways into Tertiary Study
EEY705 Secondary Placement
EEY707 Applied Learning Placement

Trimester 2

ECJ723 Applied Learning in the Postcompulsory Education and Training Sector
EEE723 Partnership Development for Applied and Vocational Learning Programs
EEJ735 Teachers and Youth Literacy and Numeracy Engagement
EEY706 Applied Learning Placement
EEY708 Secondary Placement
EXE702 Becoming a Teacher in the 21st Century: the Personal, Professional and Political Challenges

To be eligible to graduate, you must also complete a Certificate IV in Training and Assessment (TAA) and a Working with Children Check (WWCC).

Notes:

- (i) Applied Learning placements (EEY706 and EEY707) may be undertaken at either secondary schools or alternate settings i.e. TAFE, ACE
- (ii) All units are 1 credit point unless otherwise noted
- (iii) EEE721, EEJ724, EEJ735 and EEE723 are 0.75-credit-point units
- (iv) EEY705, EEY706, EEY707 and EEY708 are 0.25-credit-point units.

Professional experience requirements

You must complete at least 45 days of supervised school experience, of which 25 days must be completed in a secondary school setting, with the remaining 20 days undertaken in secondary schools or alternate settings such as TAFE and ACE. In addition you must complete a minimum of 15 days of professional learning experience that demonstrates constructive contribution to the profession.



FOR MORE INFORMATION VISIT
www.deakin.edu.au/arts-ed/applied



KEY

- 3** Course duration in years
- PT** Part time
- B** Melbourne Burwood Campus
- F** Geelong Waterfront Campus
- G** Geelong Waurin Ponds Campus
- W** Warrnambool Campus
- X** Off campus



• STUDENT •
PROFILE

Fiona Hergstrom
Graduate Diploma of Education (Applied Learning), 2010
Geelong Waurin Ponds Campus
Employed: Theatre studies and media teacher,
Western Heights College

Fiona Hergstrom was recently awarded 'Graduate Teacher of the Year' after completing a Graduate Diploma of Education (Applied Learning) at Deakin. She is now taking her skills as a filmmaker to the VCE students at Geelong's Western Heights College, where she is employed as a theatre studies and media teacher.

'I was offered a position there during my teaching rounds last year and have been there ever since,' she says.

Fiona completed an undergraduate degree in performing arts and literature at Deakin before studying a Bachelor of Dramatic Art at the Victorian College of the Arts, where she received a 'First Time Film Makers' grant from Film Victoria.

'I made my first film titled, Hollywood Hotel, and sold it to the ABC, BBC and Dutch TV. It also

featured at the Melbourne and St Kilda film festivals and various international festivals,' she recalls.

Before returning to study last year, Fiona worked as a film director, writer and editor for 15 years and she is also raising a family of three children.

'The lecturers are very practical and have a wealth of experience.'

She says that although juggling work, study and the responsibilities of a young family takes commitment, returning to study provided her with 'a fantastic opportunity' to change careers and utilise her skills to their full potential.

'With the decision to return to study I made

a commitment and went with it. I was able to complete films and use my skills for assignments ... and while getting assignments done on time is always a challenge, they were incredibly relevant to the learning process. They have proved to be invaluable resources in my current career.'

She adds that the 'high level of tuition' at Deakin made the course enjoyable and gave her a solid career pathway.

'The lecturers are very practical and have a wealth of experience. They deliver an interesting hands-on approach to teaching and learning ... this course was a one year intensive that provided all the learning requirement to secure a teaching position.'

Research at Deakin

Universities are about knowledge – creating, discovering, analysing, sharing and dispersing knowledge. Research is at the core of these activities and helps to make Deakin University a vibrant place to study.

At Deakin we take pride in being relevant to students and to their communities, not just in the courses we teach, but in the research we carry out.

Studying at a university that is committed to research that matters means you have the opportunity to learn from people who are making a real difference in the world.

Our academic and research staff are highly regarded and at the cutting edge in their fields of research. This is important, regardless of whether or not you want to pursue a research career, because it means that you will graduate with the latest knowledge in your chosen field.

There has never been a more exciting or compelling time to be at Deakin University as it moves confidently towards the goal of improving the University's research performance so that it is in the top third of the Australian higher education sector.

Deakin University's mission is to have a vibrant culture of research and scholarship with a critical mass of researchers associated with each major discipline; and to foster internationally competitive research groups in areas of strategic importance.

Deakin University provides research degree programs to match a variety of career plans and personal circumstances. Part-time or full-time study is available on campus and some programs may also be available off-campus.

The two main types of research degree we provide are the research masters and the Doctor of Philosophy (PhD).

A **masters degree** is awarded to a candidate for making an original contribution to knowledge achieved in one to two years of full-time candidature or the part-time equivalent. The focus of these postgraduate degrees is on research, but some coursework may be included. The masters degree is an advanced qualification that is relevant for many careers, including careers in education.

A **doctoral degree** is awarded to a candidate for making a substantial original contribution to knowledge achieved in two to four years of full-time candidature or the part-time equivalent. The PhD is recommended for those interested in pursuing a career in academia or research and is an ideal basis for many other careers.

To ensure you enrol in a research program that meets your needs and expectations, please discuss the available options with the Faculty of Arts and Education.

More information

Research Services Division

Phone: +61 3 9251 7124

research-hdr@deakin.edu.au

www.deakin.edu.au/future-students/research

Arts Education Teaching and Research Group

The Arts Education Teaching and Research Group is committed to promoting the role that the arts play in students' intellectual, physical, social and personal development, expanding students' awareness of cultural contexts and inclusiveness, and catering for areas of disadvantage and disability in education across all curricula.

As well as maintaining high standards in teaching and the development of innovative forms of learning media in pre-service and continuing teacher education in the arts, the group aims to support research in the teaching and learning of the arts. The group's research areas cover primary, secondary and tertiary levels, and focus on individual arts disciplines as well as arts integration.

For more information, visit www.deakin.edu.au/arts-ed/education/teach-research/arts-ed.



Christy McGillivray
PhD candidate – Education
Melbourne Burwood Campus

For PhD candidate Christy McGillivray, it was the opportunity to work with two leaders in her field of research – investigating how leadership practices in higher education policy in Australia affect the current age and gender gap in the tertiary education sector – which first attracted her to Deakin.

‘I chose to work with Professor (Jill) Blackmore and Dr (Naarah) Sawers, who happen to work at Deakin University,’ says Christy, who is undertaking her PhD as part of a three year Australian Research Council project in collaboration with the two academics.

‘The links their work makes between education, public policy, and social justice

attracted me to the prospect of taking on a PhD with them.’

Christy, who comes from Detroit in the US, undertook her PhD after completing a Master of Science in Outdoor Environmental and Sustainability Education at the University of Edinburgh even though she wasn’t planning on ‘jumping directly into a PhD’.

‘But, now that the work is underway, I’m glad that I haven’t taken too long a break between the two,’ she says. ‘Although I’ve only been at Deakin for about a month, I’m particularly excited about working with the talented Faculty of Arts and Education.’

‘I chose to work with Professor (Jill) Blackmore and Dr (Naarah) Sawers, who happen to work at Deakin University. The links their work makes between education, public policy, and social justice attracted me to the prospect of taking on a PhD with them.’

Research in Education

Course name	Course code	Years full time	Campus
Research degrees			
Master of Arts	E850	1 – 2	B G X*
Doctor of Philosophy	E900	3 – 4	B G X*

* English language requirements: A minimum IELTS score of 7.0 is required by on-campus non-English speaking background applicants for research degrees. All such applicants are required to participate in a Faculty induction program. A minimum IELTS score of 7.0 is required by off-campus non-English speaking background applicants for research degrees.

The School of Education particularly promotes pure and applied research in education.

Several staff members are internationally renowned for their research and are also key players in national and international associations and editorial boards. Most staff are active researchers with strong experience in doctoral research supervision.

The Faculty of Arts and Education's track record in Australian Research Council research grant awards and other nationally competitive research grants and tenders is amongst the best in Australian education faculties. This research helps underpin a vibrant consultancy and professional development culture amongst the staff who contribute to a wide range of community, national and international bodies and institutions.

The research degree program is offered through on-campus and off-campus study, which may be either full-time or part-time. We are very serious about providing excellent support and experiences for our research students, most of whom have opportunities to work with partner collaborators nationally and internationally, present at international conferences and use world-class facilities within Australia and abroad.

Scholarships are available, including full-time Australian Postgraduate Awards and Deakin University Postgraduate Awards for Australian and New Zealand citizens; and an International Postgraduate Research Scholarship for international applicants.

For more information about research within the Faculty of Arts and Education, please visit www.deakin.edu.au/arts-ed/research. To discover more about Deakin's research strengths, please visit www.deakin.edu.au/research.

Research areas

Within the Faculty of Arts and Education, the School of Education offers research opportunities in the following areas:

Action research and program evaluation; adult, vocational and workplace education; arts in education; curriculum theory and development; doctoral education policy and practice; early childhood education; educational administration; educational leadership and school renewal; educational politics and policy government and school system relations; equity and social justice; exceptionality; flexible, online and distance education; humanities; information and communication technology; international schooling; language and literacy education studies; mathematics education; physical and health education; rural education; science and education for sustainability; teacher education and professional learning; teaching and learning processes; technology education; Teaching English to Speakers of Other Languages/Teaching Languages Other Than English; wellbeing.

Honours

Honours is a year of specialised study taken after the completion of an undergraduate degree. It builds on the foundations gained in your undergraduate degree and provides an excellent opportunity to learn new skills and obtain an in-depth understanding of a particular topic of personal interest.

The honours programs at Deakin are designed to provide you with the knowledge and research skills required to undertake a postgraduate course by research, advanced professional training or pursue diverse employment opportunities.

To find out more about honours, please visit www.deakin.edu.au/honours.

Schools, community and industry partnerships

The School of Education at Deakin University works closely with schools, industry, business and communities and has a commitment to developing and sustaining meaningful, mutually beneficial and enduring relationships with other institutions across the broad landscape of university activity. Through the provision of integrated research and education, training and development programs and services, the School of Education assists people to gain relevant upgrades to their professional qualifications.

International activities

The School of Education is involved in a number of international collaborative activities including:

- » Aceh delegations studying Master of TESOL and Master of Education
- » delivering Deakin's Master of Education, as part of a dual degree, offered in partnership with the Higher Colleges of Technology in the UAE
- » delivering professional development programs at the master and doctoral levels in conjunction with educational authorities in South-East Asia, the Middle East and North America
- » offering Deakin's Bachelor of Primary Education (Science) and the Bachelor of Primary Education (Mathematics) in Malaysia as part of the Malaysian Government project to reintroduce the teaching of mathematics and science in English.

Partnerships

Research usually requires partnerships with other organisations such as schools, professional associations and government departments. The Science, Technology, Environmental and Mathematics Education (STEME) Research Group has a number of partnerships through which our research grows. Our associations include:

- » the Regional Centre for Education in Science and Mathematics (RECSAM) – Deakin is a regional hub for professional development activities for more than 11 South-East Asian countries
- » Science, ICT and Mathematics Education for Rural and Regional Australia (SiMERR) – Deakin is the Victorian hub for SiMERR, which aims to provide a national forum for addressing issues relating to science, ICT and mathematics education, particularly in rural and regional communities
- » various schools – Deakin runs school-based teaching programs where our students work with small groups of children.

Centre for Partnerships and Projects in Education

This centre provides leading-edge knowledge and advice about educational leadership, change and renewal.

It provides relevant, responsive and innovative opportunities for the professional learning of educational leaders and aspirants.

It also facilitates the professional learning of educators in a range of areas of responsibility, including curriculum, student welfare, community partnerships, and other aspects of school organisation.

For more information, please visit www.deakin.edu.au/arts-ed/cppe.

More information

Research Degrees administrative officer

Phone: +61 3 5227 2226

artsed-research@deakin.edu.au

www.deakin.edu.au/arts-ed/research

Note: Please refer to page 34 for information about fees for these courses.



*Professor Jill Blackmore
Personal Chair, and
Director of the Centre for Research
in Educational Futures and
Innovation, School of Education*

Professor Jill Blackmore is the Director of the Centre for Research in Educational Futures and Innovation in the School of Education. She is Managing Editor of the Australian Educational Researcher and on the Executive of the Australian Association of Research in Education.

Her research interests include globalisation, education policy and governance across all sectors of education. These include universities, TAFEs, schools and community; educational leadership and reform; equity policies and effects; local/global articulations of internationalisation; organisational change and innovation; teachers' and academics' work; and the changing relations between the individual, community, family and the state from a feminist sociology perspective.

Prior to joining Deakin's (then) Faculty of Education in 1987, Prof. Blackmore was a lecturer at Monash University and a secondary state school teacher where she taught history, mathematics and general studies for 15 years.

In her current role, Prof. Blackmore continues to work on a number of Australian Research Council research projects on leadership in higher education, the mismatch between Australian international graduates and skills shortages, and how inter-agency collaboration supports resilient students and schools in disadvantaged communities. A recent OECD and Department of Education and Early Childhood Development project is investigating pedagogy and learning space re-design.



Choose how you study

Deakin offers you the flexibility and choice to make your learning experience fit with your lifestyle, work and personal commitments. With four campuses and off-campus study options, you choose where and when you study. You can choose from a variety of teaching delivery methods including traditional on-campus lectures, podcasts, iLectures, online tutorials and residential programs. Flexible course entry and exit points, and full-time and part-time study all allow you to choose the pace of your study.

Off-campus study*

Deakin supports more than 9500 off-campus students. Studying off campus is a popular choice for postgraduate students as it allows flexibility in terms of when and where you study. Off-campus units, or units offered by distance education, are similar to on-campus units. The only difference is that rather than attend classes in person, you study away from campus using a variety of other methods. These include online technologies, study guides, reading lists and audiovisual materials, as well as Deakin's Software Essentials package, which provides you with access to software you may need for your study.

Deakin offers a variety of coursework and research programs in off-campus study mode, all of which are accredited by the Accrediting Commission of the Distance Education and Training Council (DETC). To find out if the course you are interested in is available off campus, please refer to both the coursework table on page 9 and the research table on page 30.

Deakin provides an online orientation with everything you will need to get started as an off-campus student, including information about exams and assessment, Deakin Card, Deakin Studies Online (DSO), course materials and textbooks, library, study skills, student services, disability services and the Deakin University Student Association (DUSA). In addition, a face-to-face study skills program for off-campus students is conducted in February at Deakin campuses. Details are available from January each year at www.deakin.edu.au/current-students/transition.

Off-campus students are supported through our award-winning library services, interactive study methods such as iLectures and podcasts, online conferencing for peer support and communication between staff and students, and weekend classes for some subjects. Specialist off-campus career advisers and language and learning advisers can help you with course direction and the development of successful study skills and techniques.

You will also have a direct link to all your enrolment and fee records through StudentConnect, www.deakin.edu.au/studentconnect. StudentConnect allows you to access course completion details, eCAF (electronic Commonwealth Assistance Form) and eCAN (electronic Commonwealth Assistance Notice), exam timetables, fees information and results, make payments, find and print assignment coversheets, access Credit for Prior Learning information, re-enrol, receive confirmation of enrolment, track your assignments, update your address details and vary your enrolment.

For more information about off-campus study, please visit www.deakin.edu.au/future-students/mature-age/study-online.

On-campus study*

On-campus students usually receive a combination of lectures and tutorials. Lectures vary in size from 20 to 280 students, while tutorial classes are generally smaller, more informal and allow for open discussion of issues raised in lectures. Assessment may take a variety of forms, including written work and tests undertaken in class, participation in class or laboratory sessions, and final examinations each trimester. Fieldwork or practical experience can also form a large part of the content and assessment of some units.

Combine on and off-campus study*

Another aspect of the flexibility available to Deakin students is the option to combine on and off-campus study during your course (provided the units offered in your chosen course are available in both study modes). If you are undertaking your course on campus, you may find that some of the units in your course are also available in off-campus study mode, enabling you to combine on and off-campus study during your degree, if desired.

Full-time or part-time study modes

You can study full time or part time depending on the number of credit points you take in each trimester, and you can also switch between full-time and part-time study and vice versa throughout your degree. Every unit (subject) you enrol in has a credit point value and most postgraduate units are equivalent to 1 credit point. If you are enrolled in 3 or more credit points in a trimester, you are deemed to be a full-time student for that trimester. A small number of courses are only available full time, and some are only available part time.

Online learning

All courses have an online component. Access to online education adds another dimension to your degree and prepares you for success in your career. Online learning aims to complement, not replace, traditional teaching. Delivering units online creates an opportunity for you to learn in a variety of ways and gives you more control over your learning. You can access your online units 24/7, giving you the flexibility to study when and where it suits you. Online learning provides you with valuable experience in a world that is increasingly dependent on information technology.

Contact hours

The contact hours for a coursework degree can vary depending on the type of course and your mode of study. For example, off-campus students are advised to spend approximately 10 hours of study per week per unit. If you are enrolled as an on-campus student, most units require three contact hours per week, plus up to seven hours per week of individual study time. Undertaking a research degree requires a much greater commitment of time than a coursework degree – at least 36 hours per week for 48 weeks of the year, for a full-time student. For more information, please visit www.deakin.edu.au/courses.

* Not all courses or units are available through on-campus study and off-campus study.

Trimesters

Deakin operates a trimester system, meaning there are three 12-week study periods during the teaching year. Deakin's trimesters run from March to June, July to October and November to February. Our trimester system can create opportunities for you to study across the whole year, subject to unit availability. For more information, please visit www.deakin.edu.au/trimesters.

Single-subject (non-award) study

You can pursue your personal or professional interests with a Deakin single-subject (non-award) unit. Single-subject (non-award) study provides access to a wide variety of tertiary-level units. Most units offered by Deakin are available for non-award study. Some units have prerequisites or special requirements, but most are open to all. Enrolling in single-subject (non-award) study allows you to test the waters before enrolling in a full program. If successfully completed, the unit may be counted as Credit for Prior Learning towards your chosen course at Deakin, subject to admission to a course and approval by the Faculty.

International study experiences

Deakin's Study Abroad and Exchange Office offers various programs including exchange, study abroad, short-term study programs, study tours and international volunteering opportunities which allow you to study overseas for a few weeks or a trimester while gaining credit towards your Deakin degree. Deakin has agreements with many universities around the world, giving you a broad range of destinations to choose from.

Studying overseas can be an enriching, life-changing experience, where you can gain in-depth knowledge and experience of another culture while learning more about your area of study through a new and exciting lens.

A range of travel grants and scholarships are available to help cover the cost of overseas study. For more information on study abroad, please visit www.deakin.edu.au/future-students/student-exchange/exchange.

Work-Integrated Learning

Many Deakin courses provide opportunities to gain discipline-specific work experience through Work-Integrated Learning programs. Courses offering Industry-Based Learning (IBL) and internships are highly sought-after by employers and students alike as they play a critical role in the development of employability skills and job readiness.

Industry placements play a valuable role in preparing you for employment in your chosen field by giving you an opportunity to:

- » apply and consolidate knowledge gained in your course
- » explore career options relevant to your discipline
- » develop professional competencies and networks.

A unique aspect of Deakin's Work-Integrated Learning (WIL) programs is that most of them (except law) are credit-bearing, which means by undertaking a WIL program, you can gain credit towards your degree while learning on the job.

Our Alumni Community

Once you complete your Deakin degree, you will be invited to become a member of our Deakin University Alumni Community to continue your relationship with the University and the networks you have developed while studying.

The Deakin University Alumni Community will enable you to keep or renew contact with your student and professional networks around the world and will help develop your career after you leave the University. Members have access to many exclusive benefits including discounts, professional networking opportunities and career development services.

Alumni membership is free and joining is easy.

Log on to www.deakin.edu.au/alumni/register to register for membership. Once you are registered you can then take advantage of the many benefits available.

Postgraduate students at the Geelong Warrn Ponds Campus.

Fees and scholarships

Research degree fees

Australian citizens, Australian permanent residents and New Zealand citizens are not required to pay tuition fees for the normal duration of their research degree candidature, i.e. up to a maximum of four years of full-time equivalent study for a doctoral candidate and two years of full-time equivalent study for a masters candidate.

Coursework degree fees

When it comes to postgraduate study, some places are offered as Commonwealth Supported Places (CSPs); however, most places are available on a fee-paying basis only. The type of places available will depend on the course you are interested in.

Commonwealth Supported Place students

Some postgraduate courses at Deakin offer Commonwealth Supported Places (CSP) for students. A CSP is one in which the government pays a portion of the tuition costs and the student funds the balance. Depending on the course, a Commonwealth supported student at Deakin in 2011 can expect to pay between \$4355 and \$9080 per year of study. These fees may change for 2012.

CSP students can pay these fees up front or, if eligible, may defer payment by obtaining a loan via the Higher Education Contribution Scheme-Higher Education Loan Program (HECS-HELP). Repayments are made through the Australian taxation system once annual income exceeds the minimum threshold for repayment. Lump sum payments are also possible and attract a discount.

For more information visit the government's *Going to Uni* web site at www.goingtouni.gov.au or phone the new student funding measures enquiry line on 1800 020 108.

Fee-paying students

As a fee-paying student you may be able to defer your course payment through the FEE-HELP loan program. Tuition fees are assessed based on the unit(s) in which you are enrolled. This means you pay fees for the units you choose in your course, rather than paying a fixed course price. Different units have different costs, based on how much it costs the University to provide the particular unit.

Course and unit details and associated fees can be found by using the course search tool www.deakin.edu.au/future-students/courses.

Please confirm fees when you are applying by visiting www.deakin.edu.au/future-students/fees or phoning 1300 DEGREE (1300 334 733).

FEE-HELP loan program

FEE-HELP is a loan program that assists fee-paying students to defer the payment of their tuition fees. FEE-HELP can cover all or part of your tuition fees. The Australian Government pays the amount of the loan direct to your higher education provider.

Over your lifetime you can borrow up to a maximum FEE-HELP limit which is indexed annually. For all courses except medicine the maximum limit is \$86 422 (2011). For medicine the maximum limit is \$108 029 (2011).

For postgraduate courses, there is no real interest charged on your debt. Your accumulated HELP debt is indexed annually to maintain its real value, by adjusting it in line with changes in the cost of living (as measured by the Consumer Price Index).

FEE-HELP is administered under the Higher Education Support Act 2003 (HESA) by the Department of Education, Employment and Workplace Relations (DEEWR), the Australian Taxation Office, higher education providers and Open Universities Australia.

Am I eligible for FEE-HELP?

You are eligible for FEE-HELP assistance if you:

- » are enrolled in a fee-paying postgraduate coursework program (not research)
- » are not a Commonwealth supported student
- » are an Australian citizen or a holder of an Australian permanent humanitarian visa (who meets eligibility requirements)
- » meet the Tax File Number (TFN) requirements
- » have not exceeded the maximum indexed FEE-HELP limit.

If you obtained a loan under HECS, PELS, BOTPLS or OLDPS prior to 2005, the amount you borrowed does not affect your eligibility for FEE-HELP. Only the amount borrowed to pay tuition fees using FEE-HELP after 1 January 2005 is counted towards the FEE-HELP limit.

Holders of other permanent visas are not eligible for FEE-HELP unless they are undertaking a bridging course for overseas trained professionals.

When do I start repaying my FEE-HELP loan?

FEE-HELP debts are added to any existing HECS or HECS-HELP debts to form a single HELP debt.

Students repay their loans through the Australian taxation system once their income is above the minimum threshold for compulsory repayment.

For more information you can download the Australian Government's 2011 FEE-HELP information brochure. Alternatively you can visit the Government's *Going to Uni* web site at www.goingtouni.gov.au or phone the new student funding measures enquiry line on 1800 020 108.

Student income support

From 1 January 2012, students enrolled in masters by coursework programs will be eligible to apply for student income support payments such as Youth Allowance via Centrelink.

Masters by coursework students are encouraged to test their eligibility criteria for payments by visiting www.centrelink.gov.au or www.deewr.gov.au.

Scholarship opportunities

Deakin offers a variety of scholarships to help support you financially during your studies, including the Deakin Postgraduate Scholarship which aims to assist students who, because of hardship, disability or other form of disadvantage, may not otherwise be able to further their education in postgraduate studies.

General information about scholarships at Deakin is available at www.deakin.edu.au/scholarships. More detail on scholarships for students enrolling in postgraduate research degrees at Deakin University is available at www.deakin.edu.au/research/admin/scholarships.

You can also visit the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) web site www.deewr.gov.au for links to a range of scholarships relevant to postgraduate study, including Australian postgraduate awards. Many industry and community scholarships are also available.

International students

For information about fees and courses available to international students, please contact Deakin International for a copy of the *Postgraduate Course Guide for International Students* via email, deakin-international@deakin.edu.au.

Course fees and tax benefits

When you enrol in a postgraduate course you may be entitled to an income tax deduction for your course fees and study-related expenses. You may be able to claim for your course fees, textbooks, stationery, student association fees, depreciation on equipment (for example your computer), or some of your travel expenses between home and the University or between work and the University.

For the Australian Taxation Office (ATO) to allow self-education expenses to be tax deductible a direct connection must exist between your course and your existing work. If you are studying the course in order to maintain or improve a skill or specific knowledge that is required in your existing work, your course expenses might be tax deductible.

To clearly demonstrate to the ATO that a direct connection exists, you might have to provide a supporting statement from your employer.

Please note that this information is provided as a guide only. For more information about study and tax arrangements, please speak with your accountant or tax adviser or visit the ATO web site www.ato.gov.au.

Cost-sharing with employers

Some employers provide financial and other support, such as study leave, for staff members who are completing study that is directly related to their employment and the employer's core business. At Deakin, many people are studying a postgraduate course with their employer's help.

Study support policies benefit both the employer and the employee.

For employers, when they support relevant study programs, they can help attract and retain well-qualified and experienced staff members. Before you approach your employer for study assistance, you should check to see whether a support policy is in place.

Try to give your employer every reason to agree to your application. It can help if you provide your employer with a written submission outlining the benefits and the direct and indirect costs involved. The submission could include information about:

- » the course you wish to study
- » any tax-deductible aspects of the program
- » a summary of the short and long-term benefits that would flow to you and your employer
- » an estimate of the total course costs of fees, textbooks and other materials
- » an estimate of the time you would be required to be away from work in order to attend classes and exams, prepare reports and so on
- » what assistance you are requesting for aspects such as sharing of costs and granting of time off work.

Many employers are willing to share the course costs. They might either reimburse you after you have successfully completed the course or pay a percentage of the individual unit fees at the end of each trimester. If your employer is reluctant to support your study application, consider forming an agreement to cover contingencies. For example, propose that if you withdraw from or fail a subject or leave your job within a year of finishing the course, you will offer to pay back some of the fees your employer has paid.

Your employer might be concerned about how your studies will affect your availability and productivity at work. In the case of off-campus study it is easier to complete your studies outside working hours.

In many on-campus programs, classes are held outside regular working hours.



Gaining classroom experience.

How to apply

Applying for postgraduate programs at Deakin is easy – you can even track the progress of your application online.

Coursework applications

Most students applying for a postgraduate coursework degree will need to have previously completed an undergraduate degree, however, there are other pathways. If you have considerable work or life experience you may be able to use this to obtain admission into a graduate certificate or graduate diploma course. You may then progress to a masters degree.

A postgraduate qualification can advance your career or you may use it to help change direction to a completely new industry. There are no application fees for Australian students, and if you are an international student there are no application fees if you apply online. Once you have applied, you can track the progress of your application online.

Application process

Step 1 – Choose your program

You can select up to three course preferences.

Step 2 – Register

Register as a user www.deakin.edu.au/apply.

Step 3 – Apply online

Start your online application.

Step 4 – Documentation

Provide supporting documentation including:

- » certified copies of your undergraduate and/or postgraduate qualification/s
- » curriculum vitae detailing work experience applicable to your course application
- » certified copy of name change documentation if you have previously studied at Deakin under a different name.

You may also be asked to provide a personal statement outlining what you hope to obtain from your qualification.

Step 5 – Submit

Submit the completed online application.

Step 6 – Verification

Once the application has been submitted you will receive an email to confirm the successful submission of the application including an application number.

You can track the progress of your application by logging into www.deakin.edu.au/apply where the status of your application will appear.

Step 7 – Accept your offer

If you are offered a place, you will need to accept it online within a specified timeframe.

Step 8 – Enrolment

If you have been offered and subsequently accepted a place you will receive enrolment information with further details in the mail.

Application dates

Applications for enrolment in Trimester 3, 2011 and Trimester 1, 2012 open in August 2011. Applications for Trimester 2, 2012 open in April 2012.

We encourage you to submit your application early because some courses have limited places or quotas. Applications received after the quotas have been filled for Trimester 1 commencement will be considered for a place in Trimester 2.

Some postgraduate courses, such as the Master of Teaching have alternative application processes and closing dates. For more information, please visit www.deakin.edu.au/apply.

For more information

Please visit our web site www.deakin.edu.au/postgrad or phone our customer service team on 1300 DEGREE (1300 334 733).



FOR MORE INFORMATION VISIT
www.deakin.edu.au/apply

Research applications

To be eligible for admission to a masters by research, you must have completed an honours degree with a minimum second class result or other equivalent qualification.

To be eligible for admission to a PhD, you must have completed an honours degree with a minimum upper second class result, or a relevant masters degree that includes a research thesis component, or other equivalent qualification.

Undertaking a research degree requires the candidate to complete an approved program of research under the guidance of one or more supervisors within a time period. The supervisors will be experienced and active researchers with expertise in the field of study.

Application process



Step 1 – Entry pathways

Demonstrated capacity to undertake significant research in your proposed field is needed. Depending on the type of research you want to undertake, this includes:

- » completion of an honours degree
- » completion of a research or coursework masters degree
- » comparable qualifications from international universities
- » relevant postgraduate research experience
- » independently peer-reviewed journal articles, publications, or conference papers
- » professional reporting or prior learning
- » research related awards or prizes
- » other evidence of research ability.



Step 2 – Find our research strengths

Search our web sites and publications or speak to the relevant School or Faculty to confirm that Deakin has the expertise to supervise your project.



Step 3 – Research proposal

Write a 750-word proposal to demonstrate a clear vision of what you want to study, why this is a topic of personal interest, and how you will approach the research question.



Step 4 – Further documents

Other documents you are required to submit include:

- » any published research – including the name of the publication and a copy of the contents and abstract pages.

Post a certified copy of:

- » proof of Australian citizenship or permanent residency, or New Zealand citizenship (e.g. birth certificate, passport, citizenship certificate or visa)
- » transcripts of all of your tertiary education studies except those undertaken at Deakin University
- » proof of your start date and evidence of any intermissions or changes of candidature (e.g. from full time to part time) if you are applying to transfer a research degree from another institution
- » proof of any name changes (e.g. marriage certificate).



Step 5 – Academic referees' reports

Confidential reports from two academic referees are required. Request reports from current or former lecturers, or academic or employment supervisors who are able to comment on your research expertise and potential.



Step 6 – Apply now

Once you have the relevant information register your application online. Visit www.deakin.edu.au/research/admin/hdradmin/online-forms/hdr-application.



Step 7 – Enrolment

If you have been offered a place you will receive enrolment information with further details via email.

English language requirements

If your first language is not English, Deakin University reserves the right to seek further documentary evidence of English proficiency. For more information, please visit www.deakin.edu.au/future-students/international/apply-entry/english-req.

Please note, individual Faculties or Schools may have higher requirements. For more information, please phone 1300 DEGREE (1300 334 733).

Application dates

Applications for candidature without scholarship may be made at any time. Applications for scholarships have deadlines. For domestic applicants (citizens and permanent residents of Australia, and citizens of New Zealand) the scholarship round closes at the end of October.

For more information visit www.deakin.edu.au/future-students/research/scholarships.

For more information

If you are interested in a research degree, please contact:
Research Services Division
Phone: +61 3 9251 7124
research-hdr@deakin.edu.au
www.deakin.edu.au/future-students/research.

Postgraduate studies at Deakin enable you to expand your professional and social networks, and study with like-minded people who share similar interests.

Unit descriptions

ECA731 Arts Education Curriculum

Study 1 **B X***

Trimester 1, 1 credit point

* Dance, Drama and Media Studies not available in off-campus mode.

ECA731 students should note that arts discipline methodologies are available for on and off-campus study strictly as follows:

- » dance **B**
- » drama **B**
- » media **B**
- » music **B X**
- » visual arts **B X**

Dance Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7–10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including VELS The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

Drama Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7–10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama technologies. Students will be introduced to curriculum initiatives including VELS The Arts-Drama, through the study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences.

Media Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7–10 of compulsory education. Students will be expected to identify current media education/curriculum initiatives including VELS The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

Music Curriculum Study (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7–10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including VELS The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

Visual Arts Curriculum Study (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will articulate an understanding of the place of Visual Arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the visual arts. Students will also explore the use of ICT as an artistic medium. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach art in secondary schools. They will explore curriculum initiatives including VELS The Arts-Art which will assist students

to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Here, strategies for including art making and responding learning experiences are explored. For example, students acquire an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics, criticism and art history within social and cultural contexts. A range of assessment and evaluation processes for application in the art classroom will be considered.

Visual Arts Curriculum Study (years 7–10 curriculum) On campus

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will examine arrange of curriculum initiatives including VELS The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students' aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

KEY

- B** Melbourne Burwood Campus
- F** Geelong Waterfront Campus
- G** Geelong Waurn Ponds Campus
- W** Warrnambool Campus
- X** Off campus

- X-WEXP**
- D-WEXP**
- WEXP**
- ONL-X**

a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

ECA732 Arts Education Curriculum

Study 2 **B X***

Trimester 2, 1 credit point

* Dance, Drama and Media Studies not available in off-campus mode.

ECA732 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- » dance **B**
- » drama **B**
- » media **B**
- » music **B X**
- » visual arts **B X**

Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, VET, VCAL Dance Study Design and the Dance program in IB. This module builds on foundations laid in Dance Education Curriculum Study 1. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies courses and the International Baccalaureate Diploma. This module builds on foundations laid in Drama Education Curriculum Study 1. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

Media Education (post compulsory)

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design. This module builds on foundations laid in Media Education Curriculum Study 1. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

Music Education (post compulsory)

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and the International Baccalaureate Diploma. This module builds on foundations laid in Music Education Curriculum Study 1. In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation stratagem for teaching group and solo performance including using web-based technologies and digital recording of musical information.

Visual Arts Education (post compulsory)

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of visual art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate Diploma. Topics include the interpretation of study designs and supplementary materials, understanding assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using information and communication technology (ICT) develop students' abilities to engage in and reflect on innovative teaching and learning practices, and on the acquisition of skills for arts production and graphic design. Students will develop skills in the use of authoring tools for web design, PowerPoint presentations, video and pod-casting. Students will have the opportunity to actively participate within a virtual teaching and learning environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology. Students will engage in critical and analytical discourse about visual arts and visual arts education with a view to encouraging inclusion of a diversity of learners.

Unit descriptions

ECA733 Arts Education Curriculum

Study 3 **B X**

Trimester 1, 1 credit point

ECA733 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- » visual arts **B X**
- » music **B X**

Music Education (Middle years curriculum)

This arts methodology specialism will focus on the compulsory years of schooling. As double music education students, participants in this module will undertake both research and classroom application of the European teaching methodologies of Dalcroze, Orff-Schulwerk, and Kodaly and of the African musical repertoire. Students will consider how inclusive approaches encourage cross cultural engagement. They will apply processes associated with the principles of these music education methods to practical activities which incorporate a range of classroom instruments (melodic and non-melodic). The activities and tasks students develop are designed with accompanying assessment strategies ready to be implemented in their music programs.

Visual Arts Education (Middle years curriculum)

This arts methodology specialism will focus on the compulsory years of schooling. As double visual arts education students, participants in this module will address the challenge of designing a visual arts program that is inclusive of a range of social and cultural perspectives in our global context. Students will explore a range of art forms in order to develop skills, knowledge and understanding of the visual arts/art elements, principles and concepts in preparation for developing tasks and activities for the visual arts program. Students consider the contingencies required for studio-based as well as general art classroom contexts. Students develop strategies for implementing the curriculum and assessment of student responses using a broad range of media, equipment, techniques and processes. Research is used as a means of understanding how art works by men and women can reflect and lend insight to a broad range of visual arts/art and cultural contexts, traditions, perspectives and styles. Students view and discuss, critically analyse and in keeping with postmodern thinking in the visual arts, appropriate from and parody art styles and cultural communications.

Visual Arts Education (Middle years curriculum)

This arts methodology specialism will focus on the compulsory years of schooling. Participants in this unit will address the development of contemporary visual art curriculum, and the skills required to design and implement motivational and student-relevant art learning in a range of settings including art galleries and virtual learning environments. It will cover developmental theories and philosophies of art education and explore a range of issues with respect to curriculum design, including the inter-disciplinary relationships between artists and art teachers, and their impact for the ways in which the curriculum operates as a focus for deep learning. Students will examine ways of fostering creative expression among learners, the creative process and individual expression. Through exploration of practical studio techniques in specific art making disciplines, students learn the reciprocal influence of the arts and their cultural, social, and historical contexts. Students will develop teaching and learning strategies for implementing art curricula and to design and produce teaching resources relevant to these learning experiences. This includes ways to incorporate selected forms of ICT in order to broaden knowledge of artistic possibilities and to design and guide experiences in which learners with different skill levels, backgrounds, and learning styles can achieve.

ECA734 Arts Education Curriculum

Study 4 **B X***

Trimester 2, 1 credit point

* Dance and Drama not available in off-campus mode.

ECA734 students should note that arts discipline methodology modules are available for on and off-campus study strictly as follows:

- » dance **B**
- » drama **B**
- » music **B X**
- » visual arts **B X**

Dance Education (specialist curriculum)

This arts methodology module will focus on dance curriculum for the specialist program. As dance education students, participants can extend their practical skills in their respective dance forms and styles. Through independent and negotiated research projects students can investigate the conceptual bases for teaching and learning as part of their advocacy for dance education in multiple studio settings. Through discussion students consider how their research informs a studio based dance program.

Drama Education (specialist curriculum)

This arts methodology module will focus on drama curriculum for the specialist program. As drama education students, participants investigate the conceptual bases of drama education in relation to their research. Research undertaken independently, through a negotiated study, may involve action research or arts-based research. This project enables students to investigate perspectives on teaching and learning in drama education that will inform their drama teaching practice and advocacy for drama education. Presentation of findings in a class forum setting enables students to further deconstruct their theories and their application in drama education and consider how their research informs drama education practice. Students are also encouraged to share their findings with the broader arts education community through conferences and publications.



A student preparing materials for class.

KEY

- B** Melbourne Burwood Campus
- F** Geelong Waterfront Campus
- G** Geelong Warrnambool Ponds Campus
- W** Warrnambool Campus
- X** Off campus

- X-WEXP**
- D-WEXP**
- WEXP**
- ONL-X**

a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

Music Education (Studio based or specialist curriculum)

This arts methodology module will focus on music curriculum for the specialist program. As double music education students, participants will refine and engage in the application of a range of practical skills such as conducting and score arranging (long and short). Through discussion and collegiate exchange students consider the conceptual bases for their music practice. Through an investigating of alternative environments for teaching and learning in a range of specialised music forms, students are informed of the arguments that underpin advocacy for music education. Students undertake research projects that may include independent and self directed investigation in a school setting. Their research will specifically focus on intercultural perspectives in music education and in special needs music education.

Visual Arts (Studio based or specialist curriculum)

This arts methodology module will focus on visual arts curriculum for the studio based program. As double visual arts education students, participants will build strong conceptual bases in visual arts practice through studio-based experience along with aesthetic and critical debate about the artistic, social and cultural concepts that emerge through viewing visual arts works. By working independently and collegiately students will share their research experiences and strategies. Students will engage in the refining of their practical skills using the more traditional western media and materials along with a range of media and materials related to computer technologies interactive web and CD-ROM based visual communication. Research is undertaken in traditional and alternate environments including virtual and real time art gallery visits and discussion groups. This research considers the modernist versus postmodernist debate in visual arts education and explores the challenge to be inclusive of multiple-perspectives when engaging in critical inquiry into the visual arts. Through participation in a variety of aesthetic experiences, students will acquire insights and skills that support their professional development as teachers of the visual arts and as advocates of its inclusion in education.

ECA735 Arts Education Curriculum

Study 5 **B X***

Trimester 1, 1 credit point

* Dance, Drama and Media Studies not available in off-campus mode.

ECA735 students should note that arts discipline methodologies are available for on and off-campus study strictly as follows:

- » dance **B**
- » drama **B**
- » media **B**
- » music **B X**
- » visual arts **B X**

Dance Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7–10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including Victorian Essential Learning Standards (VELS) The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

Drama Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7–10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama technologies. Students will be introduced to curriculum initiatives including Victorian Essential Learning Standards (VELS) The Arts-Drama, through the study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences

Media Education (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7–10 of compulsory education. Students will be expected to identify current media education/curriculum initiatives including Victorian Essential Learning Standards (VELS) The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

Music Curriculum Study (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7–10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including Victorian Essential Learning Standards (VELS) The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies (ICT) can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

Visual Arts Curriculum Study (years 7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will articulate an understanding of the place of visual arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the visual arts. Students will also explore the use of ICT as an artistic medium.

By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach art in secondary schools.

➔ Continued on next page ...

Unit descriptions

They will explore curriculum initiatives including Victorian Essential Learning Standards (VELS) The Arts-Art which will assist students to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Here, strategies for including art making and responding learning experiences are explored. For example, students acquire an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics, criticism and art history within social and cultural contexts. A range of assessment and evaluation processes for application in the art classroom will be considered.

Visual Arts Curriculum Study (years 7–10 curriculum)






This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will examine arrangement of curriculum initiatives including Victorian Essential Learning Standards (VELS) The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students' aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

ECA736 Arts Education Curriculum Study 6

Trimester 2, 1 credit point

* Dance, Drama and Media studies not available in off-campus mode.

ECA736 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- » dance 
- » drama 
- » media 
- » music 
- » visual arts 

Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, Dance Study Designs, VET, VCAL and the Dance program in the International Baccalaureate Diploma. This module builds on foundations laid in Dance Education Curriculum Study 5. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies courses, VET, VCAL and the International Baccalaureate Diploma. This module builds on foundations laid in Drama Education Curriculum Study 5. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

Media Education (post compulsory)

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design. This module builds on foundations laid in Media Education Curriculum Study 5. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities students which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

Music Education (post compulsory)

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and the International Baccalaureate Diploma. This module builds on foundations laid in Music Education Curriculum Study 5. In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation stratagem for teaching group and solo performance including using web-based technologies and digital recording of musical information.

Visual Arts Education (post compulsory)

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of visual art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate. This module builds on foundations laid in Visual Arts Education Curriculum Study 5. Topics include the interpretation of study designs and supplementary materials, understanding

KEY

B	Melbourne Burwood Campus
F	Geelong Waterfront Campus
G	Geelong Warrnambool Ponds Campus
W	Warrnambool Campus
X	Off campus

X-WEXP
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ONL-X

a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using Information and Communication Technology (ICT) develop students' abilities to engage in and reflect on innovative teaching and learning practices, and on the acquisition of skills for arts production and visual communication and design. Students will develop skills in the use of authoring tools for web design, PowerPoint presentations, video and pod-casting. Students will have the opportunity to actively participate within a virtual teaching and learning environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology. Students will engage in critical and analytical discourse about visual arts, visual culture and visual arts education with a view to encouraging inclusion of a diversity of learners.

ECE300 Language and Literacy Development

B G,X-WEXP W,X-WEXP

Trimester 1, 1 credit point

The unit consists of two modules, one based on language development and the other on literacy development. Students learn to monitor children's language and literacy development and plan experiences that facilitate that development. Students learn about aspects of language development including phonological, lexical, grammatical and conversational development, the role of adult child interaction in children's language learning, and appropriate activities for language development in early childhood settings. Students learn about aspects of early literacy including: the importance of home literacy practices, access to quality children's literature and digital texts, story telling, concepts about print, knowledge of the alphabet, phonemic awareness, and control of writing implements. Students learn strategies appropriate for the diverse needs of individual learners. They learn to communicate with parents and caregivers about children's language and literacy development.

ECE301 Understanding Early Childhood Education and Learning Environments

B G,X-WEXP W,X-WEXP

Trimester 1, .75 credit points

Drawing upon theories relating to early childhood education, child development and the relationship between the environment and child learning, this unit explores the key characteristics of creative, supportive and responsive learning environments. Through the unit students will acquire skills to support the design, construction and management of diverse indoor and outdoor learning environments that are able to respond to the specific needs of diverse individual learners, and their families.

ECE302 Children's Mathematical Development

B G,X-WEXP W,X-WEXP

Trimester 1, 1 credit point

The content of this unit includes:

- » theorists of early childhood learning of mathematics (including Montessori, Dewey, Piaget, and Vygotsky)
- » research in early childhood: findings, and implications for practice
- » key mathematical development 0–8, including the early years curriculum
- » early childhood pedagogy and program planning: catering for differences in development and interests
- » inclusive practice: strategies and adaptations to enhance every child's learning
- » assessment and reporting: the role of observations, interviews, and formal assessments
- » relating mathematics to the child's world: engaging parental support, the place of themes
- » choosing and using resources, commercial and teacher-made
- » ICT skills for teachers, including the selection and use of software for, and with, pre-school children.

ECE303 Children as Individuals

B G,X-WEXP W,X-WEXP

Trimester 1, .75 credit points

This unit will undertake study of the current understandings of childhood development. It will focus on individuals with physical, cognitive or emotional differences and abilities. It will examine differences created by social structures such as family, class, gender and culture. Approaches to catering for children with delayed development, exceptional ability, emotional or behavioural problems will be provided for critical reflection and discussion. Major theoretical perspectives will be examined.

ECE306 Young Children's Art and Drama

B G,X-WEXP W,X-WEXP

Trimester 2, 1 credit point

The content is organised around key arts education theoretical frameworks that include ways of knowing and feeling in the arts and their relevance to early childhood education; engaging the children's sensory and aesthetic perception through arts related auditory, visual tactile and kinaesthetic experiences; exploring the concept of multiple intelligences through visual-spatial imagery and kinaesthetic/body activities; and developing divergent thinking processes.

Through practical experiences in drama and the visual arts, students devise ways to foster imaginative and creative play through which young children, by exploring, imagining, experimenting and thinking, express ideas about themselves and their worlds. For example, students will develop visual art and drama activities that promote concept and language development (e.g. form, texture, balance, colour, shape, light, reflection and symmetry), and that encourage the expression of ideas through puppet making, 2D and 3D constructions, interpreting stories and role plays. They will respond to artworks and performances, including their own and those of others.

This unit will identify teaching approaches and strategies for supporting learning in early childhood settings and will demonstrate, through practice, how young children develop their creative and aesthetic understandings. Students will plan and implement a set of learning activities. As part of their professional practice, they will explore current trends in arts education research and practice as well as teacher reference and curriculum documents relevant to arts teaching with young children.

Unit descriptions

ECE307 Program Planning and Evaluation

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, .75 credit points

The content of this unit will include:

- » formats that can be used in program planning and for scaffolding of programs to support language, conceptual, physical, social and emotional development
- » links to relevant web-based resources; and
- » pre-school curriculum documents from Australian states, or web links to these.

Participants will develop a week's program for use in a pre-school setting. Its presentation will involve the use of multimedia and its features will be suitable for use in a professional presentation to a kindergarten community group (e.g. management committee, parents, community evening). The program will be built on evidence of the children's cognitive development and will demonstrate students' knowledge of varied aspects of early childhood pedagogy, as introduced in units to date. The content will include plans for evaluation of the strengths and limitations of the program, including input from parents and relevant professionals (e.g. child psychologist, community librarian, disabilities officer, Koorie educator).

The DSO resources will include interviews with experienced kindergarten, long day care, and primary school teachers about their program development and program evaluation.

ECE308 Young Children's Movement and Music

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, 1 credit point

This unit aims to broaden and deepen the student's knowledge of the theoretical and practical aspects of the role that music and movement plays in early childhood development and learning. Students will explore the creative use of singing, playing, creating and moving, and develop musical repertoire appropriate for children in their early years.

ECE309 Critical Issues in Safety and Child Protection

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, .75 credit points

In this unit, students will be introduced to policies and practices aimed at securing children's safety, including children's rights and privacy issues. There will be two major components focusing on safeguarding children. Child maltreatment and child protection will be an area of focus together with appropriate policies, statutory requirements and curriculum responses. A second area of focus will be the creation of safe environments for children. Attendant professional roles and obligations will be considered. Key topics include:

- » child development 0–8
- » children's rights; family and children's rights to the protection of privacy
- » safety practices and routines for children
- » duty of care; Australian Early Childhood Association's Code of Ethics: professional implications
- » child maltreatment; professional and legal responsibilities for notification and support
- » types of child maltreatment and their dynamics
- » recognising indicators of child abuse; receiving disclosures of abuse; responding appropriately
- » child abuse prevention; policy and protocols and personal safety teaching.

ECE310 Transition Case Study

B,X-WEXP **G,X-WEXP** **W,X-WEXP**

Trimester 3, 2 credit points

Enrolment quotas apply to this unit.

This unit explores research-based and experience-based issues in transition between different levels of early childhood education, from childcare centre or kindergarten to school. Reading, discussions, interviews with parents, interviews with teachers at various early childhood levels, and on-line presentations by specialists will be used to identify key elements for individual case studies.

Training in ethical considerations and methods of data collection will also be undertaken. Students will contribute to an annotated bibliography using social software, and present an oral case study proposal to a peer-professional panel. They will then undertake and submit a case study of a child making a transition between levels of early childhood education. An open book knowledge assessment task will focus on how early childhood teachers can cater for individual differences.

ECE400 Cultural Perspectives Through Dance

B **G,X-WEXP** **W,X-WEXP**

Trimester 1, 1 credit point

In this unit, students explore the potential of the body as an instrument of expression for children aged 0–8 years. The role of the educator is considered as a facilitator of children's creative, aesthetic, and motor development within a multicultural society. Practical movement experiences will provide the opportunity to explore a range of potential stimuli with various props, percussive instruments, display and interest tables that are developmentally appropriate and safe. Children with special needs and abilities will be considered. Resources for program planning will draw and build upon parental and community based experiences and will be developed for teaching in Indigenous and other cross-cultural contexts. To enable students to develop a stronger knowledge of program development that caters for children with diverse cultural backgrounds. To enable students to become more familiar with resources, support facilities and issues related to bilingualism, non-English speaking backgrounds, and learning English as a second language.

ECE401 Advanced Management of Young Children's Behaviour

B **G,X-WEXP** **W,X-WEXP**

Trimester 1, 1 credit point

This unit aims to introduce developmentally appropriate approaches to the promotion of pro-social behaviours in early childhood settings. Students are encouraged to explore children's behaviour as communication and to develop strategies and environments which support children's emerging capacities for self-regulation. Topics include: the major dimensions of social-emotional development, for example, temperament, attachment, self-concept, empathy, relationships with parents, peers and teachers, and resilience; the major findings of early brain research; the skills of positive behaviour management in common classroom routines such as turn taking, sharing, following directions, safe and responsible action, peer assistance, appropriate expectations, boundary setting, and respecting others' rights; 'discipline' based and 'guidance' based models for behaviour management; more complex 'problem behaviours' using positive strategies and educational planning in a manner which fosters children's ability to self-regulate.

KEY

- B** Melbourne Burwood Campus
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wholly online unit.

ECE402 Promoting Science and Environmental Awareness

B **G,X-WEXP** **W,X-WEXP**

Trimester 1, 1 credit point

The content is organised around key science concepts developed by babies, toddlers and pre-school children as well as in the early years of schooling. A range of issues are addressed: science understandings relevant to the early childhood settings, the nature of science and its relationship to society and the environment, the nature of learning in science and the environment, teaching approaches and strategies for linking science with the other curriculum areas, assessing children's understandings, contemporary issues in curriculum provision and the teaching of science and the environment. Aspects of science that are relevant to early childhood and primary educators are presented – for example, investigation of living things, materials, properties of water, air, electricity and magnetism, light, sound. Environmental concepts are integrated throughout the program. This unit will identify teaching approaches and strategies for supporting learning in early childhood settings. It will demonstrate, through practical activities, how young children develop their scientific and environmental understandings.

ECE403 Developing Partnerships

B **G,X-WEXP** **W,X-WEXP**

Trimester 1, 1 credit point

This unit pertains to the development of student knowledge relating to the multiple collaborative roles of early childhood educators in conjunction with colleagues, allied professionals and parents. Communicative and consultative skills are addressed through the various responsibilities of early childhood educators including teaching, consultancy, child advocacy and the development of family partnerships. Attention will also be drawn to the range of communicative interactions that can promote or detract from effective interpersonal communication:

- » the context for delivery of early childhood services including the roles of health, education, medical and paramedical professions
- » the roles of families and communities, including an awareness of diversity in family structures and dimensions
- » developing relationships with parents and fostering parental participation in programs
- » positive professional communication: skills including non-verbal behaviour, empathic listening, problem solving and conflict resolution
- » applying such skills in difficult situations, for example, assisting parents where developmental delay may be an issue
- » the role of the early childhood educator in child advocacy including referral and collaborative interagency work
- » developing professional support networks including professional groups, cluster management and associations.

ECE405 Inquiry Into Social and Cultural Development

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, 1 credit point

This unit explores the development of young children's social and cultural understandings through engagement with contemporary theory, policy and practices. Pedagogical approaches which position young children as active and inquiring local and global citizens will frame this unit. Topics include diverse socio-cultural identities; sustainable relationships (individuals, families, community and the environment); changing communication and representations due to technology and globalisation.

ECE406 Research on Organisation of Early Childhood Settings

ONL-X

Trimester 2, 1 credit point

This unit offers students an overview of professional issues and management processes in preparation for their entry to the early childhood profession. An awareness of the history of the profession is fostered together with an appreciation of its contemporary position and policy context within Australian society. Management functions and approaches are addressed with a view to developing competence in staff and parent relationships, financial management, ICT and communications. The establishment of links to and partnerships with families, professional groups and services underpins this unit.

ECE407 Child, Family and Community Health and Physical Development

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, 1 credit point

The unit provides an overview of the theories of development in early childhood, with an emphasis on physical development and the significant influences on development, health and well-being at this stage of the life span. The unit is designed to provide students with the knowledge and skills to examine theory and practices and apply these to programs that enhance safety, health and development in early childhood. In developing the programs students will critically explore community, social and cultural matters that impact on early childhood education.

ECE410 Valuing Experience: Early Childhood Management and Leadership

B,X-WEXP **G,X-WEXP** **W,X-WEXP**

Trimester 1, 2 or 3, 1 credit point

This unit will give students industry experience related to the early childhood profession. Students will be assisted in finding appropriate placements in settings where they can learn more about management and leadership in varied setting where there is a focus on early childhood education. Placements need to be approved as able to provide work experience that will help broaden students' knowledge of, and experience with leadership and management in areas related to early childhood.

Unit descriptions

ECE411 Valuing Experience: Professional Advocacy **B,X-WEXP** **G,X-WEXP** **W,X-WEXP**

Trimester 1, 2 or 3, 1 credit point

This unit will give students industry experience related to the early childhood profession. Students will be assisted in finding appropriate placements in settings where they can learn more about and/or practice professional advocacy. These include state, regional, and cluster offices; professional associations; union offices, child care or kindergarten management committees or parent and community organisations; local and regional press offices; TAFE and other Registered Training Organisation (RTO) providers; health and social advocacy agencies; professional networks; parent associations; and migrant services. Placements need to be approved as able to provide work experience that will help broaden students' knowledge of, and experience with leadership and management in areas related to early childhood.

ECE761 Early Childhood Pedagogy, Curricula and Programmes **B** **G-WEXP**

Trimester 1, 1 credit point

Students will examine past and present early childhood theorists and contexts to determine the manner and extent to which ideas about childhood, children and teaching have been influential in shaping the practice of early childhood educators. The unit investigates the ways in which children's prior experiences shapes their interactions with their environments; it outlines the key characteristics of creative environments; and it provides opportunities for students to work with diverse media and materials in the construction of creative and rich learning environments.

ECE762 Language and Literacy **B** **G-WEXP**

Trimester 1, 1 credit point

Topics covered in this unit include how infants, toddlers and young children develop language and literacy skills; the influence of family and community contexts on children's acquisition of language; pedagogical strategies for addressing and promoting children's literacy; programming for language and literacy activities; identifying and utilising appropriate resources to further language and literacy development with children birth to five years in early childhood settings.

ECE763 Science and Environmental Awareness **B** **G-WEXP**

Trimester 2, 1 credit point

This unit provides students with key pedagogical and theoretical knowledge related to the teaching of science and environmental understandings to children in early childhood educational settings. Students will engage with relevant curriculum documents and develop teaching strategies appropriate to the teaching of science and environmental understanding.

ECE764 Young Children's Mathematics **B** **G-WEXP**

Trimester 2, 1 credit point

Pre-service teachers will explore a range of effective teaching strategies and learning experiences to further infants', toddlers' and young children's mathematical understandings, such as concepts of number, space and measurement. Students will be introduced to appropriate strategies to assess young children's mathematical thinking.

Topics to be covered in this unit include:

- » research in children's mathematical development
- » assessment and planning for children's mathematical learning
- » introducing key mathematical concepts through developmentally appropriate learning activities
- » knowledge of appropriate resources to build children's understandings of mathematics.

ECJ721 Introduction to Teaching in the Middle Years **G,D-WEXP**

Trimester 1, 1 credit point

Topics to be addressed in this unit include:

Using the VIT Standards for Graduating Teachers as a frame of reference for understanding and accommodating your own needs as a beginning teacher, including an overview of:

- » contemporary theories of learning and adolescent development with a particular focus on how young people in the middle years learn best
- » current research informing teaching and learning in the middle years of schooling
- » contemporary issues and debates related to learning in the middle years, including: students' engagement, inclusivity and diversity, and literacy and numeracy.

An exploration of middle years curriculum developments with a focus on:

- » current curriculum guidelines and how to access them
- » Victorian Essential Learning Standards (VELS) including core knowledge, ideas and skills; essential skills; personal and social skills etc.
- » overview of other curriculum frameworks used in the middle years, including the International Baccalaureate (IB) Middle Years program (MYP).

The organisation of educational institutions and systems:

- » structure and organisation of teaching services in Victoria
- » structure and organisation of schools and other educational providers.

An introduction to working with young people as a teacher:

- » designing extended learning activities using applied learning and a range of activities and resources
- » assessing students' work in the middle years using formative and summative strategies
- » creating safe and suitable learning environments and managing students' behaviour
- » networking with teachers and others involved in the education of young people including support agencies and resource people for teachers
- » legal issues, including duty of care
- » working with individuals, small groups and large classes (classroom management)
- » an exploration of strategies for understanding and communicating with the young adolescent learner
- » the role of information and communication technologies with students in the middle years.

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wholly online unit.

ECJ722 Applied Learning in the

Middle Years **G, D-WEXP**

Trimester 1, 1 credit point

Themes and topics to be addressed in this unit include:

- » applied learning within the broader middle years teaching and learning environment
- » innovative examples of middle years applied learning pedagogy
- » strategies for developing flexible learning programs that promote depth of understanding and the development of the skills (including essential, personal and social skills), values and attributes of lifelong learners
- » developing youth-oriented approaches to teaching which integrate applied learning and other pedagogical approaches
- » assessment and reporting of core knowledge and cross-curriculum skills
- » using information and communication technologies with students in the middle years
- » introduction to teaching with a community orientation
- » identifying learning contexts beyond the school
- » establishing professional networks across the community
- » developing learning programs that draw of a range of contexts (both school and community-based)
- » identifying and managing institutional constraints to school/community based teaching and learning
- » introduction to strategies of organisational change management and the roles of practitioners.

ECJ723 Applied Learning in the Postcompulsory Education and Training Sector **G**

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » adult learning principles and the young adult learner
- » teaching and learning for vocational outcomes – careers, pathways and the post-compulsory curriculum
- » vocational learning curriculum designs and frameworks available in the post-compulsory sector:
 - » Victorian Certificate of Applied Learning (VCAL)
 - » Vocational Education and Training (VET) and the National Training System
 - » Certificate of General Education for Adults.
- » enterprise based and vocational learning in the post-compulsory sector
- » an exploration of assessment and reporting strategies appropriate to a post-compulsory applied learning environment integrating youth literacy and numeracy enhancement programs into vocational learning courses.

ECJ724 Teaching for Pathways into

Tertiary Study **G, D-WEXP**

Trimester 1, 1 credit point

This unit is designed to expand knowledge and skill as applied learning teachers in the VCE. The unit will enable you to develop teaching knowledge and skills in the context of one or both specialist teaching areas, with a clear focus on the curriculum requirements of the VCE as it is aligned to entrance to tertiary study, including entrance requirements for courses at TAFE institutes and universities at Australian Quality Framework (AQF) diploma level and above. The unit focuses on pedagogies appropriate to the post-compulsory sector but with an emphasis on studies in the VCE, including VCE VET subjects and other VCE subjects as relevant to your specialist teaching areas.

ECL751 Pedagogy in the Globalised Language Classroom **B*, X**

Trimester 1, 1 credit point

Incompatible with: ECL711

* On-campus version subject to demand.

This unit considers the different ways that language is learned, the strategies and goals that define language teaching in the classroom and examines the ways that popular methodologies provide effective methods and techniques for teaching and learning an additional language in classrooms. The course provides an introduction to language teaching methodology including first, second and bilingual language acquisition research and sociocultural theories of language learning; innovative approaches to teaching skills of speaking, listening, reading and writing in an additional language; holistic, communicative, task-based, needs-based approaches; planning lessons and units of work; learning styles and strategies; literacy in an additional language and classroom implications; and materials and resources. Central to the course will be ways of thinking innovatively about pedagogy in contemporary and changing language classrooms.

ECL752 Innovation in Language Curriculum **B*, X**

Trimester 2 (B, X) or 3 (B), 1 credit point

Incompatible with: ECL712

* On-campus version subject to demand.

This unit aims to develop students professionally by enabling them to take on the broader and more complex role of planning and evaluating language programs for particular second language learners and contexts. Topics include: current communicative approaches to second/foreign language curriculum, including case studies of innovative approaches to syllabus design and content; teacher and learner roles in particular political, social and institutional contexts: frameworks for planning curriculum change; planning and teaching language courses online; course materials – on paper and online; assessment, including the role of examinations; and course evaluation.

ECL753 Linguistics for Language Teaching

B*, X

Trimester 1, 1 credit point

Incompatible with: ECL713, ECL714

* On-campus version and study day subject to demand.

Topics to be addressed in this unit include:

- » approaches to the description of language for teaching purposes
- » language structure and language function
- » words: their formation and meanings, and teaching and learning vocabulary
- » the study of syntax (structure of groups/phrases, clauses and clause complexes), cohesive devices, thematic development, morphology and phonology
- » the teaching of linguistic features in context
- » description of thematic development of texts and using it to the evaluation of language learners' texts
- » analysis of learner interlanguage for diagnostic and teaching purposes.

ECL755 Professional Practice in TESOL or LOTE **B, X**

Trimester 1 or 2, 1 credit point

Study day subject to demand.

This unit requires participants to undertake a teaching practicum in a second/foreign language classroom, and to reflect on their experience. It enables students to demonstrate their understandings of second language pedagogy gained in their study of this and other units in their course through undertaking a 22 practicum in an appropriate Teaching English to Speakers of Other Languages (TESOL) or Languages Other Than English (LOTE) setting. This practicum meets the practical teaching requirements for qualifying as a specialist TESOL or LOTE teacher in Victoria.

ECL756 Discourse Analysis for Language Teaching **B, X**

Trimester 2 (B, X) or 3 (B), 1 credit point

This unit demonstrates how language study at the discourse level can be applied in the language classroom. It enables participants to critically examine and apply key approaches to the analysis of spoken and written language in order to select and utilise texts for teaching purposes. Topics include: definitions of discourse and discourse analysis; perspectives on text analysis; notions of context and common ground, tools for analysis of spoken and written texts, including Grecian pragmatics, speech act theory and conversational analysis; textual coherence; the analysis of the rhetorical structure of texts; and critical language analysis for teaching purposes.

Unit descriptions

ECL761 English Education A **B X**

Trimester 1, 1 credit point

The unit examines issues in the teaching of language/English curriculum in the middle years of compulsory education, looking forward to the teaching of English at senior levels. There are four interrelated studies comprising development of oracy and literacy skills, English curricular models, teaching literature/cultural studies in both print and non-print forms and the analysis of language development theories. Attention will also be given to the study of the relationships between language and learning.

ECL762 English Education B **B X**

Trimester 2, 1 credit point

The unit focuses primarily on the teaching of English in the post-compulsory years, with particular, but not exclusive, reference to senior English and Literature. It consolidates work completed in curriculum studies in ECL761, particularly in relation to oracy, the teaching of texts and the development of response in the senior years, the presentation of issues and argument and the further development of writing. Models of assessment and reporting at this level will be examined, and major external influences and issues affecting the English curriculum, past and present, will be reviewed.

ECL769 Language Development and New Technology **B**

Trimester 1, 1 credit point

This unit has a special emphasis on reading in the post-primary school and on senior English, Language and Literature curriculum. Areas of study include further exploration of issues and approaches to teaching literature, in both print and non print modes, the place of literary texts within the curriculum and in society, the changing nature of narrative and literary engagement in and out of schools and the implications for teachers of shifts in young people's engagement with print and non print texts. The unit explores critical and literary theory in the classroom and issues concerning the politics and assessment of literacy and of senior secondary English curriculum.

ECL770 Children's Literature in the Classroom **ONL-X**

This unit is offered in wholly online mode.

Attending on-campus classes is not required.

Trimester 2, 1 credit point

The unit explores the ways in which literature for young people can be taught in energising and engaging ways. It explores children's literature as a site for literacy practices and textual engagement, and as 'an inherent part of the life cycle of literacy' (Ross Johnson 2004: 310). It argues that young people need to read across a wide range of texts for meaning and pleasure, with an emphasis on both enjoyment and critique; an awareness of social justice, and on imagination and creativity. It takes a view of texts as constructions and representations, and as such as also partial, ideological, and taken up differently by different readers.

This unit is structured around key issues and areas in the field of children's literature and education. It is organised into four modules, following the introduction:

- » picture books and visual literacy
- » other worlds
- » representation and ideology
- » sociocultural perspectives.

The unit has an explicit focus on helping teachers develop critical perspectives and frameworks for analysis of print and visual texts. It seeks to raise questions and explore issues about the ways texts might be read and taught, and the ways in which insights gained through teachers' and/or students' analysis of the texts they read can work to enrich and extend reading comprehension, critique and pleasure. It seeks to help you find ways of making the young people you teach enthusiastic and discriminating readers for life.

ECL773 Learning Global English in Diverse Social Contexts **B * X**

Trimester 1, 1 credit point

* On-campus version subject to demand.

This unit aims to help students understand the local and global context in which their learners study the English language and to address questions relating to how social contexts influence language learners and learning. Topics to be addressed in this unit include: the nature of power relationships and the global use of English and their interaction with class, gender, race and ethnicity; the concepts of identity, globalisation, class, gender, race and ethnicity particularly in relation to education and work and their meaning in terms of personal and classroom experience; the nature of culture and the concepts of cultural change, ideology and schooling; awareness of learners - cultures and/or the target culture; what questions about culture do teachers have, and what do teachers do with cultural information when they have it?; immigration policies globally and their impact on individuals, groups and society; institutional responses to immigration and bilingualism; language planning and language policy; and presuppositions of one's own culture and its effects on life and work in a multicultural society.

ECL774 Learning an Additional Language **B * X**

Trimester 2 (B, X) or 3 (B), 1 credit point

* On-campus version subject to demand.

Topics to be addressed in this unit include:

- » error analysis, contrastive analysis and learner language: how the acquired language is studied
- » relationship between first and additional language acquisition
- » foreign language learning, second language acquisition
- » learner variability: features of the learner (cognitive structure, attitude, age, motivation/engagement, goals, aptitude) which may influence acquisition
- » silent period and language production
- » cognitive effects of second language acquisition
- » features of the sociocultural context of language learning that may influence acquisition
- » the experience of language immersion
- » features of the second language classroom that may influence acquisition, including feedback, noticing, teacher role, learning strategies.

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ECL775 Intercultural Communication **B X**

Trimester 1, 1 credit point

This unit aims to introduce students to the basic concepts of intercultural communication. It discusses differences in interactive styles across diverse cultural settings and focuses on the application of intercultural pragmatics in language learning and teaching contexts.

Topics to be addressed include: cultural differences in written and spoken discourse; intercultural communication and Greco-Roman maxims; ways of making meaning in diverse cultural contexts; the pragmatics of face and politeness; applications of pragmatics in second and foreign language learning and teaching; relevance and implicature; intercultural variation in speech acts; presupposition and common ground; cultural awareness in the classroom; intercultural variation of academic English; and stereotyping and discriminating in language.

ECL776 Language Testing and Assessment **B X**

Trimester 2 (B, X) or 3 (B), 1 credit point

This unit aims to introduce students to the theory and practice of language testing and assessment in a range of second and foreign language contexts. It makes links between language curriculum and assessment and develops skills in test design, validation and evaluation appropriate to learning settings.

Topics to be addressed in this unit include: current theories in language testing and assessment; the purposes of language assessment; testing of language for specific purposes; communicative language teaching methodology and its implications for assessment; the ethics in language assessment; methods and techniques for testing speaking, listening, reading and writing skills; self and peer assessment; properties of language tests; and the evaluation of language assessment instruments.

ECL777 Bilingualism and the Principles and Practices of Language Education **B X**

Trimester 1, 2 and 3

This unit focuses on a range of theories of bilingualism, the knowledge of the pedagogical principles and the practice of teaching through a second or foreign language. Students explore in detail the issues of language education and how to make it responsive to the needs of bilingual and/or second language learners and to their use of languages in the classroom and across a range of social contexts. The unit covers core concepts and pedagogical issues from a range of perspectives, paying particular attention to socio-cultural and communicative approaches to bilingualism, language policies, curricula and language education programs, such as Content Language Integrated Learning (CLIL) programs, types and degrees of bilingualism and their relationships to the identity of learners, and the characteristics of bilingual speech. The unit also looks at the ways in which research into bilingualism and bilingual education can inform both pedagogy and the effective learning of a second or foreign language.

ECM704 Introduction to Educational Leadership and Administration **X**

Trimester 1, 1 credit point

This unit introduces students to the current literature in educational administration and leadership. It looks at developments in the United Kingdom and the USA as well as Australia and New Zealand. The unit addresses four key themes:

- » leadership and administration
- » leading for learning
- » the learning community
- » leading for social justice.

ECM705 School Cultures and Contexts **X**

Trimester 2, 1 credit point
Incompatible with: ECM701

This unit explores the idea of culture as it applies to schools. Schools are argued to construct their cultures out of the varied cultures of those that work in them and the communities and organisations that surround them. The origins of the idea of school culture are discussed, as is the relationship between school culture and school effectiveness. The multiplicity of cultures that exist within schools are examined as are the influences of gender, race and class. Finally a case study of the interactions of internal and external, local and global, community and policy contexts of schools' cultures is examined.

ECN704 Applied Learning **X**

Trimester 1, 1 credit point

This unit focuses on the increasingly significant role being played by applied learning in 21st Century education and training settings and investigates the reasons for this development. The unit examines the theory and practice of applied learning as a pedagogical phenomenon and as a curriculum-structuring concept. It draws on state, national and international contexts, both current and historic, to examine the ways in which teaching and learning is given an applied focus. The unit begins by examining contemporary understandings about applied learning in a variety of national and international contexts, including schools, TAFEs, polytechnics and Adult and Community Education (ACE) contexts. Topics include:

- » developing a working definition of applied learning that includes different modes and settings such as service learning, project-based learning, community-oriented learning, internship learning, etc
- » locating approaches to applied learning within an international and historical context of educational policy, practice and student pathways
- » relationships between applied learning and contemporary social policy development for young people
- » applied learning as a challenge to the professional cultures of educators
- » applied learning as a curriculum-structuring concept – what are its content, pedagogy and approaches to assessment?

ECP331 Professional Experience 3A **B G,X-WEXP W,X-WEXP**

Trimester 1, .25 credit points

This unit will give students practical experience related to the early childhood education profession.

ECP332 Professional Experience 3B **B G,X-WEXP W,X-WEXP**

Trimester 1, .25 credit points

This unit will give students practical experience related to the early childhood education profession.

Unit descriptions

ECP333 Professional Experience 3C

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, .25 credit points

This unit will give students practical experience related to the early childhood education profession.

ECP334 Professional Experience 3D

B **G,X-WEXP** **W,X-WEXP**

Trimester 2, .25 credit points

This unit will give students practical experience related to the early childhood education profession.

ECP703 Child Protection **X**

Trimester 1, 1 credit point

This unit prepares teachers (and allied professionals) for their statutory obligations in identifying, responding to and notifying suspected child abuse. The unit seeks to develop teachers' competence in the area of school-based child protection in particular. Knowledge and skills in recognising all forms of child abuse and understanding the contexts in which it occurs will be developed throughout the unit. The operation of child protection services will be examined and the potential for teachers' effective collaboration explored. Teachers will be encouraged to apply their knowledge and skills in a variety of ways, for example, designing professional development offerings in child protection, incorporating personal safety education in the curriculum, forging community links and evaluating school policy and procedures and notification skills.

Topics to be addressed in this unit include: mandatory reporting/notification of child abuse, types of child abuse, responding to disclosures of abuse, prevention education, child protection resources, community resources and policy.

ECP711 The Arts in Early Childhood and Primary Education **B** **G** **X**

Trimester 1 (B, G, X) and Trimester 3 (B, G),
1 credit point

Students will engage in arts processes and reflect critically and creatively on these, using a range of technologies to extend their knowledge of creative media and techniques in arts disciplines and within an integrated arts framework. The arts experience involves the ability to develop skills to explore ideas, and to communicate and interpret meaning within diverse social and cultural contexts. This includes visual, spoken, written, aural, kinaesthetic, multi-modal and aesthetic ways of knowing and representing. Practice-led individual and collaborative activities and/or projects provide opportunities to plan, engage, scaffold and assess children's creative ideas and expression in an arts-centred curriculum. Students will demonstrate and evaluate their skills and knowledge in the above areas during professional experience placements in early childhood settings or primary schools.

ECP712 Social, Physical and Emotional Health and Wellbeing **B** **G** **X**

Trimester 1 (B, G, X) or 3 (B, G),
1 credit point

This unit explores the theories and related issues in the promotion of well-being through health and movement in early childhood and primary education. The unit will provide an overview of the theories of development in the early years, with an emphasis on health and well-being issues at this stage of the life span. The unit is designed to provide students with the knowledge and skills to examine theory and practice and apply these to programs that enhance the social, physical and emotional health and well-being of children in the early years. In developing programs students will critically explore the context for learning in early childhood and primary education, including a critical exploration of the roles of the learner, family, community and teacher.

ECS720 Contemporary Global Issues in Social, Political and Environmental Learning **B** **X**

Trimester 1, 1 credit point

This unit is a curriculum method unit for students undertaking a double humanities method. The unit examines contemporary issues in globalisation, sustainability and citizenship from a range of perspectives and standpoints. The unit will encourage students to be active participants in a range of pedagogies and utilise a range of technologies to complement their studies in this unit. Students will examine evidence based research and then practical implications for curriculum in the secondary school. Students will develop skills in critical thinking and inquiry into citizenship in a global world; characteristics of global phenomena across natural and human events: sustainability, justice, peace, conflict and instability currently facing our global community. Students will examine in depth education programs in globalisation, sustainability and citizenship and explore global ethics and values.

ECS721 Learning Beyond the Classroom: Local Communities **B** **X**

Trimester 2, 1 credit point

This unit utilises both disciplinary and interdisciplinary pedagogies. It begins by exploring the disciplinary content of the humanities, societies and environments teaching and learning area (geography, history, economics, and civics and citizenship) and familiarises students with current curriculum documents which identify learning standards in associated domains. After considering dominant classroom pedagogies used within, and outside of the school classroom, learners explore theories around notions of cultural institutions, and identify a number of sites for possible learning in humanities domains. Simultaneously, the class will explore constructions of multidimensional citizenship, focussing on temporal (history and futures), spatial (geographic) and sustainable (economic) dimensions. Students study project based and inquiry learning, as well as workshop based activities highlighting practical applications of theoretical understandings developed in this course.

ECS771 Humanities, Societies and Environments: Curriculum Study A **B** **X**

Trimester 1, 1 credit point

This unit aims to prepare students to teach confidently across curriculum areas of geography, civics and citizenship, history, economy, philosophy and general humanities offered in Years 7–10 in schools. The focus is to develop in students: knowledge of theoretical and practical aspects; a range of engaging pedagogical approaches; design of teaching and learning sequences and tools for assessment. Through research and reflection students will analyse recent developments in humanities education and their impact on curriculum development, teaching and resource implications. In this unit students will review research as it informs and shapes humanities teaching; study design of teaching and learning activities that acknowledge sequence, breadth, depth and curriculum policy; undertake analysis of concepts in sustainability, indigenous education, justice, peace and citizenship across local, national and global contexts; incorporate appropriate assessment tools to enhance learning; appraise resources including technological, print and community based; and have opportunities to receive professional support through both real and virtual networks of educators.

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wholly online unit.

ECS772 Humanities, Societies and Environments: Curriculum Study **B B X**

Trimester 2, 1 credit point

This unit is designed to equip students to effectively and competently teach social education studies at the Victorian Certificate of Education (VCE) level/post compulsory level. The main VCE studies are history (7 fields), geography, economics, sociology, philosophy and international politics. This unit will examine the structure of VCE/post-compulsory studies through a focus on the content and approaches outlines in each of the studies. The areas covered include teaching at post compulsory level, teaching strategies, assessment practices and requirements and regulations of teaching at VCE level. It will also include information on curriculum planning and the uses of various information technologies appropriate for teaching VCE in this field. Students will be expected to design teaching to embed higher order skills of critical thinking, problem solving, evaluation, synthesis and understanding specific discipline based skills and pedagogies. Students are expected to work with assessment tasks, School Assessed Coursework (SACs) and back mapping to show competencies in assessment.

ECV704 Expanding Ideas of Competency **X**

Trimester 2, 1 credit point

The unit is organised around the following focuses:

- » a broad view of the notion of competency, the diversity of meanings and applications, including conceptualisations of competency in the UK, Europe and the US
- » the origins and debates surrounding competency both in Australia and overseas with emphasis on the development of workplace knowledge
- » competency at work – different forms of competency, different applications, different outcomes
- » curriculum – where does it fit in workplace learning, in competency based education and training, assessment; and in the Australian training package context.

ECV705 Learning and Development in Organisations **X**

Trimester 1, 1 credit point

The unit is developed around the following set of themes:

- » aspects of knowledge work in the context of organisational practices which optimise learning and knowledge development
- » current learning and development issues within organisations and their applications to different forms of organisation
- » diversity in learning and development and response
- » learning and development as a function of organisational characteristics
- » supportive organisational and learning cultures
- » the role of learning and development in performance enhancement, and its contribution to change management.

ECV711 Training for Diverse Learners and Contexts **X**

Trimester 1, 1 credit point

This unit is designed to examine the diversity of learners and their contexts. Learners vary across a number of characteristics such as culture, gender, age, learning styles and preferences. Contexts of learning vary in the situation in which learning occurs, such as workplace learning, community based learning, learning within institutional settings, flexible and distance learning. Additionally, the learning outcomes pursued by learners and their instructors vary in nature.

Specifically, the unit is designed to provide the following outcomes for students:

- » understand the typical dimensions of variation associated with learners and their contexts
- » develop a knowledge of theory and practice to assist in the development of responses to diverse learners and contexts
- » practise the strategies required to develop education and training responses inclusive of diversity
- » demonstrate an understanding of theory and practice in the provision of education and training to diverse learners and contexts
- » design education and training programs that meet the varying requirements of diversity
- » locate resources necessary to understand theory and practice in responding to diversity, and to build on the experience of others in the field.

ECV712 Situated Learning at Work **X**

Trimester 2, 1 credit point

The unit is designed to provide students with an understanding of workplaces as learning environments, conceptualisations of situated adult learning, cognition and the development of expertise, work based learning and learning organisations, learning and labour networks, and communities of practice. Drawing on learning theories relevant to this field of study, students will analyse situated adult learning in a specific workplace context and will propose strategies to effectively manage situated learning in that context.

ECV722 Assessing Training in the Workplace **X**

Trimester 1, 1 credit point

This unit addresses adult education and workplace training, focussing specifically on assessment and training issues for people of diverse backgrounds including those from non English speaking backgrounds. The unit addresses diversities in training needs in terms of cultures, contexts, purposes and frameworks, including the Australian Qualifications Framework, training packages and the assessment of dispositional skills. Topics to be addressed in this unit include: assessment and evaluation in training and the workplace, competency based assessment and training, recognition of current competencies, an examination between trainer expertise and assessment approaches and equity in assessment.

ECX703 e-Learning Technologies and Media **X**

Trimester 1, 1 credit point

This unit is designed to develop an understanding of the theoretical underpinnings and practical implementation aspects to do with the use of a range of media and new technologies in online teaching and learning. Students will investigate these technologies and critically evaluate their potential for use within an education and/or training context. Topics include the history and theoretical underpinnings of online teaching and learning and the characteristics and impact of various new online technologies.

Unit descriptions

ECX712 Strategic Applications of Flexible, Online and Distance Education

Trimester 2, 1 credit point

The unit is designed to provide students with an understanding of appropriate applications of flexible, online or distance education to different clienteles, different learning needs, and different learning contexts. It will examine the features of, and the differences between, flexible, online and distance education, and how these features can be used to most effectively respond to different learning needs. Also examined will be the selection of strategic responses to learning needs and contexts, and the processes that learning providers need to consider to ensure that strategies chosen support the clientele in meaningful ways.

EEA710 Individuals and Social Contexts: the Arts

Trimester 1, .75 credit points

This unit focuses on developing creative, innovative, effective arts teaching and learning environments in primary classrooms. For young people, learning in the arts through music, and the visual arts, involves the ability to communicate and interpret meaning, using the languages of the arts disciplines. They include cultural, critical, visual, spoken, written, aural, kinaesthetic, multi-modal and aesthetic ways of knowing and representing thinking. Developing literacies in the arts significantly enhance our opportunities to contribute to our communities and cultures in a world where multiple literacies are important for communication, understanding, and intellectual growth. It is a lifelong process of learning and participation that begins in the primary years of schooling. Students will engage in practical arts experiences, which will inform and develop their knowledge and skills in each arts discipline. They will have the opportunity to apply their skills in designing programs for primary classrooms. They will be encouraged to apply their skills and knowledge during school based activities and the school Professional Experience program.

EEC710 Creating Challenging Learning Environments: Engaging Students

Trimester 3, 1 credit point

Topics to be addressed in this unit include:

- » theories of student learning
- » the characteristics of effective learning environments
- » planning for the creation of effective learning environments
- » managing student behaviour
- » theoretical perspectives on effective learning environments and their management
- » communicating effectively with students and colleagues
- » working productively in team settings
- » developing communities of practice
- » curriculum documents (Victorian Essential Learning Standards – VELS), Principles of Learning and Teaching (PoLT), policies, materials and programs
- » using information and communication technologies as supports and enhancers of student learning; and
- » appropriate preparation for school experience will be covered.

EEC711 The Teacher as Professional Educator

Trimester 1, .75 credit points

The unit will be organised around the following:

- » development of understanding of self as a professional
- » exploration of the meaning of professionalism in practice
- » practice of interpersonal and professional communication skills
- » exploration of issues of ethical practice, collegiality, inclusivity and social justice
- » critical awareness of links and mismatches between social and economic policies and schooling
- » development of knowledge of current educational policy and forms of governance and its relationship to professional practice and school policy
- » knowledge of how the discipline areas work together in learning; and
- » development of understanding of planning in a collegial, whole school community, and system context.

EEE710 Teaching and Learning in Higher Education

Trimester 2 or 3, 1 credit point

This unit is a core compulsory unit in the Graduate Certificate of Higher Education course. The first module introduces participants to key learning theories.

The second module applies the learning theories introduced in module 1 to consideration of contemporary challenges in teaching in higher education contexts.

EEE712 The Strategic Academic

Trimester 1, 1 credit point

The unit will prepare participants to situate or further develop themselves and their teaching in the tertiary sector in relation to the multiple roles of an academic in teaching, research and development, administration and community service. Topics include Institutional governance, management, strategic plans, the roles and effects of policies, rules and regulations and their applications; quality assurance and risk management; ethical and legal issues impacting on the academic; national and international higher education systems; formal/informal leadership roles; and developing a research culture and research-based teaching culture. There is opportunity to incorporate into the work of the unit professional development modules conducted by human resources.

EEE714 The Scholarship of Teaching

Trimester 2, 1 credit point

This unit aims to have participants further their knowledge about the scholarship of teaching, and to orient them towards enquiry-based reflection and improvement of teaching as a scholarly pursuit. Topics include critical reflection on, and enquiry into, teaching practice; methodologies and research methods including ethical issues and practices, associated with researching teaching; and report writing and communication of research into teaching.

EEE715 Doctoral Supervision

Trimester 3, 1 credit point

The unit covers a range of issues related to the research supervision, including; framing the candidature, setting and monitoring outcomes/ milestones, understanding policies and guidelines, effective supervisor to candidate relationships, guidance for ethical issues and research training, issues of care, preparation for examination and professional mentoring.

EEE716 Specialist Studies in Tertiary Teaching and Learning

Trimester 1, 1 credit point

In this unit, participants will normally complete two modules selected from a range of online teaching and learning modules. These modules relate to the following broad categories:

- » approaches to teaching that influence, motivate and inspire students to learn
- » development of curricula and resources that reflect a command of the field
- » approaches to assessment and feedback that foster independent learning
- » respect and concern for the development of students as individuals
- » scholarly activities that have influenced and enhanced learning and teaching
- » effective use of digital media and online technologies.

KEY

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- X-WEXP**
- D-WEXP**
- WEXP**
- ONL-X**

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wholly online unit.

EEE717 The Student Experience in Higher Education **X**

Trimester 1, 1 credit point

Participants in this unit will explore the diverse profile of Australian university students and reflect on the profiles of their own student groups. Participants will consider the backgrounds of their students, how university study features in their lives, and what the consequences of this are for engagement with university learning contexts and assessment practices. Through engagement with research literature, audiovisual materials and online discussions, participants will consider how university teaching environments (content, pedagogy and assessment) might cater for groups such as straight-from-school students, mature-aged students, parenting students, international students, Indigenous students, and students with disabilities.

EEE718 Research Paper – Scholarship of Teaching **A X**

Trimester 1 or 2, 1 credit point

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the research paper coordinator in consultation with the student and the unit chair.

EEE719 Research Paper – Scholarship of Teaching **B X**

Trimester 1 or 2, 1 credit point

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the research paper coordinator in consultation with the student and the unit chair.

EEE721 Youth Culture and Learning Pathways **G**

Trimester 1, .75 credit points

Topics to be addressed in this unit include:

- » youth cultures and identity formation, including identities as learners, workers and members of peer groups and families
- » youth cultures and discourses of responsibility and individual agency
- » adulthood transitions
- » discourses of 'risk' in post-compulsory education and training
- » factors influencing school retention
- » national and international approaches to 'the youth issue'
- » critique of transition and pathway logics and the expression of these in contemporary youth policies
- » organisational/community support mechanisms for young people; and
- » communicating with young people.

EEE723 Partnership Development for Applied and Vocational Learning Programs **G**

Trimester 2, .75 credit points

Topics to be addressed in this unit include:

- » youth transitions from education to employment: current situation and future trends in meeting the workforce skills needs of society
- » contemporary vocational learning programs for young people and the challenges posed for education institutions
- » secondary school responses to the vocational preparation of young people through VCAL, VCE VET, Work Experience, Structured Workplace Learning, school-based new apprenticeships, etc
- » employability and 'employer-ability' skills and attributes
- » developing and teaching work readiness programs
- » centrality of applied vocational experiences in contemporary programs
- » broad local community support mechanisms and the shared responsibility for the vocational preparation of young people
- » government funded initiatives – commonwealth, state and local
- » local networks that facilitate partnership development among providers and with community organisations and employers – Local Learning and Employment Network (LLEN) initiative in Victoria

- » dependency on partnerships with employers – role of employer representative organisations
- » partnership building for education providers with industry, and community organisations and agencies – critical factors including relationship developments and the development of protocols
- » cultural differences between the operations of enterprises in the industry/business sector and provider organisations in the education and training sector
- » organisation and deployment of work experience and work placements in industry for young people.

EEE751 Teaching: Promoting Successful Learning **B G D-WEXP X**

Trimester 1, 1 credit point

Students will examine ways in which teaching and learning can be guided by an understanding of young children's and young people's identities, and the socio-cultural factors that help shape these. They will explore identity categories, including social class, ethnicity, and gender influence children's learning and educational practices. They will examine how different learning and developmental theories can be accommodated in the curriculum and classroom teaching, and become familiar with the literature and research underpinning these theories as well as a range of related pedagogical models. They will be able to apply these understandings to the development of their classroom management repertoire and the promotion of successful learning.

EEE752 Effective Planning and Assessment **B G X**

Trimester 2, 1 credit point

This unit is taught in intensive mode with associated forum sessions.

Students will work in collaborative teams to investigate authentic problems and issues in teaching, assessment and curriculum development. They will develop strategies to address the learning needs of a diverse range of learners, including students living in poverty, Aboriginal students, Special Education Needs (SEN) students, students with Languages Other Than English (LOTE) and justify these curriculum and assessment decisions from socio-cultural and development learning perspectives.

Unit descriptions

EEE753 Becoming a Professional Educator

B **G** **D**-WEXP ***** **X**

Trimester 1 (B, G*, X), 2 (B, G*, X) and or 3 (B, G*),
1 credit point

* Geelong campus offering is taught in intensive mode only.

This unit aims to deepen students' understandings and develop the skills needed to be a member of the profession. It has three focuses. One will address professional ethical issues, collegiality, parent partnerships and relationships with community. In another part, students will learn essential professional knowledge for the beginning teacher. This will include organisational and record keeping requirements of early childhood settings and schools, legal requirements of teachers, and general useful information about early childhood settings and schools as institutional work sites and as elements of systems. The third part, which may be undertaken jointly with other trimester units, will be a small, reflective-practice research project. This project aims to demonstrate the student's capacity to research their own teaching practices, critically reflect on processes trialled, with the aim of furthering their skills in planning and assessing for student learning.

EEG701 International Schooling **X**

Trimester 1, 1 credit point

This unit seeks to familiarise those involved in teaching in international schools with the broader context of the development of new institutional formations in global education - in particular the place of international schools and the networks such as International Baccalaureate Organisation (IB) that support them. It also seeks to familiarise students with the various mechanisms of globalisation in international schooling - especially in areas such as the development of professional standards, assessment, accreditation, certification, etc. It will also look at the fluidity of staffing of international schools and the issues involved in mobility between contexts. These issues will be placed within the context of various explanations of the processes of globalisation and the emergence of global capital, global society, global citizenship and the emergence of third culture kids.

EEG702 Professional Learning in International Contexts **X**

Trimester 2, 1 credit point

Teachers' work and professional learning are aspects of the processes of internationalisation of education and the changing nature of professionalism in globalised knowledge economies. For those managing international schools, the issue is one of attracting and retaining high quality teachers. Both teachers and leaders have to negotiate Indigenous/expatriate relationships within local industrial relations and legal requirements. At the same time, rising expectations of teachers requires them to be learners, researchers and networkers, implementing research based policy and practice. This unit is about the formation and maintenance of teacher professional identities as learners and leaders managing portfolio careers and lifestyles within international teacher labour markets. The unit draws on the emerging field of cross-national education sociology, post colonial critical and feminist theorists of internationalisation and global economies and cultures to inform student's analyses of these macro concerns on the micro workings of systems and individual schools.

The unit provides the means to design strategic approaches to professional learning. It will address issues such as:

- » the 'brain drain' of professionals from one country to others
- » developing strategic networks and skills within complex local/global relations
- » professional learning in contexts of cultural diversity
- » change management and building school cultures and teams through professional learning
- » assessing teachers' professional learning needs in international contexts and relating it to improved student learning outcomes.

EEG703 Power and Politics in International Schooling **X**

Trimester 1, 1 credit point

Schools, unlike other commercial and industrial businesses, have learning as their central focus. This unit concentrates attention on the ways in which systematic educational processes, both internal and external, can be managed in ways that enhance the processes of teaching and learning in the context of international schools. The variety of international schools is examined in terms of the educational needs of students in particular communities and the match or mismatch between educational needs and system provisions are considered. The various forms of support and legitimisation of curriculum and assessment processes offered by various governmental, non-governmental, independent and transnational agencies is also considered as are the brokering arrangements between such schools and other educational institutions.

EEG704 Curriculum and Assessment in International Schools **X**

Trimester 2, 1 credit point

Curriculum and assessment are processes that lie at the heart of schooling. Many attempts are currently being made to internationalise these processes - either by the extension of 'national' systems into international contexts or by the establishment of 'supra-national' systems such as the International Baccalaureate Diploma. This competition for influence is examined within the processes of globalisation, democratisation and inclusion which provide the current context for international schooling. Examples and case studies are provided and students are expected to contribute examples of these processes at work in international schools with which they are familiar.

EEH715 Effective Teaching and Learning: Health and Physical Education **G**

Trimester 3, 1 credit point

Students will be required to take part in practical and tutorial classes which examine the primary school curriculum and the range of possibilities for organising, teaching, assessing and reporting on health and physical education.

Students will explore:

- » how children learn movement skills
- » how to develop lessons which promote the learning of movement and physical activity
- » how and why health and physical education is taught in primary schools
- » health knowledge and promotion
- » building social relationships through physical activity
- » working with and in teams.



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wholly online unit.

EEH730 Promoting Student Wellbeing

B X

Trimester 1 (B,) or 3 (B, X), 1 credit point

Topics to be addressed in this unit include:

- » schools as social environments for the promotion of student wellbeing
- » theoretical frameworks informing work with young people – health promotion, resiliencies, risk, gender, harm minimisation, effective schools
- » mental health promotion and initiatives
- » interventions for addressing health and wellbeing issues (drug education, sexuality education, diversity promotion, violence and bullying prevention)
- » disability and the promotion of wellbeing
- » teacher's role in managing and identifying risk – mandatory reporting, creating positive rapport and healthy school environments
- » practical application of addressing student health and wellbeing issues through analysis of policies and practices and applying classroom and school-based strategies.

EEI700 Practicum Case Study **X**

Trimester 1, 1 credit point

The unit requires participants to draw on their theoretical knowledge and professional experience to develop and implement individual education programs (IEPs) that promote an inclusive learning environment employing strength-based strategies for individual students.

The content of this unit is designed to demonstrate, how IEPs can be more than a document but part of a process that can influence and change classroom practice to engage students more successfully. Students complete the equivalent of a 15 day practicum where they develop and implement an IEP as part of an inclusive program for at least one student, as well as contributing to the implementation of strength based programs for at least two other students.

EEI701 Learning Disabilities: Identification and Teaching Strategies **X**

Trimester 2, 1 credit point

This unit introduces the latest research in the area of learning disabilities. Diagnostic testing and informal assessment are reviewed to enable students to ascertain the academic strengths and weaknesses of primary and secondary aged students. Further interpretation of the data from diagnostic testing will be reviewed to enable the students to apply appropriate teaching strategies within the regular classroom for learners who are in need of remediation in various academic subjects.

EEI714 Individualised Program Planning

ONL-X

Trimester 1, 1 credit point

The content of this unit focuses on the contemporary emphasis of quality educational opportunities for all learners. The subject matter is chosen primarily for practicing professional educators who are involved in the daily challenges and complexities of catering for individual learners within diverse student populations. The processes of planning and implementing individual education programs (IEPs) supporting students with special educational needs are explored to develop understandings of how these programs can be incorporated into inclusive classroom contexts. The emphasis in this unit is to understand that IEPs are more than a document but part of a process that can influence and change classroom practice. Subsequently approaches to learning and strategies for teaching diverse student populations will be critically analysed. Students will also consider the practical benefits of families as team members and partners in the educational process and development of educational goals. Emphasis will be placed on the changing professional roles within this context where collaboration is expected to over-ride professional edicts. The inter-related components of an IEP building on students' current competencies, identified strengths, inclusive goals and assessment for further program planning are integral features of the content of this unit.

EEI715 Teaching Social Behaviour **X**

Trimester 2, 1 credit point

This unit investigates contemporary issues relating to effective classroom management and the social variables that influence learning, including school based barriers to social inclusion. Drawing on theoretical and practical understandings that underpin the notions of social behaviour within classrooms, participants will examine and compare a variety of discipline models and consider principles and teacher strategies that promote effective behaviour management. Critical to the examination of teacher strategies are a number of topics that include an understanding of the purpose of behaviour, the impact of teacher responses, the problem of ownership and the ability to identify the social needs of students. The assignments encourage participants to reflect on their own practice to formulate an effective discipline plan.

EEI716 Practicum: Special Educational Needs **X**

Trimester 2, 1 credit point

Prerequisite: Approved teaching qualification
Incompatible with: ESI708

The content of this unit centres on the professional role of planning and implementing quality educational programs for students with special educational needs within class groups and whole school contexts.

Additionally, participants are expected to critically reflect on their own professional roles and practice, including the ability to communicate with all stakeholders, to develop effective communities of practice within knowledge building schools. Students must complete a minimum of 15 days of supervised practicum in a special setting. In addition, up to 15 days can be completed by attending relevant professional development activities.

Practicum can be completed within specialised areas and in association with the professional development offered by specific services such as the Statewide Vision Resource Centre. Placement would then be supervised by a member of the visiting teacher service.

EEJ724 Teaching for Pathways Into Tertiary Study **G,D-WEXP**

Trimester 1, .75 credit points

Topics to be addressed in this unit include:

- » curriculum standards and accreditation frameworks for teaching, assessing and reporting in VCE and/or VCE VET subjects for which you are appropriately qualified
- » analysis of curriculum content requirements for VCE and/or VCE VET subjects for which you are appropriately qualified
- » pedagogical strategies appropriate for working with young adults, including working with individual learning needs
- » identification and development of appropriate curriculum and teaching resources and materials relevant to the VCE subjects you are eligible to teach and suited to needs of a particular student group
- » opportunities and constraints on VCE and VCE VET teachers, and your pedagogical options
- » analysis of your own strengths and weaknesses in relation to the demands of teaching within the VCE, including VCE VET, and identification of ongoing professional opportunities
- » using technology to support implementation, assessment and reporting for VCE and VCE VET subjects.

Unit descriptions

EEJ735 Teachers and Youth Literacy and Numeracy Engagement ^G

Trimester 2, .75 credit points

Topics to be addressed in this unit include:

Vocational learning curriculum designs and frameworks available in the post-compulsory sector:

- » Victorian Certificate of Applied Learning (VCAL), Literacy and Numeracy Skills Strand
- » Certificates of General Education for Adults
- » understanding the learner with literacy/ numeracy skills development needs:
 - » factors that contribute to low literacy and numeracy levels in adolescents and young adults
 - » strategies to support students with under-developed literacy and numeracy skills
 - » integrating youth literacy and numeracy enhancement programs into vocational learning courses
- » a frame of reference for teachers to meet their own literacy, numeracy and technology learning needs for the teaching workplace.

EEL700 New Literacies in the Media Age

ONL-X

Trimester 2, 1 credit point

Expectations that teachers integrate technology into literacy and English education are written into policy and curriculum documents at state and national level. Information and support is needed to help teachers meet the challenges of new technologies to traditional forms of literacy and English curriculum, to learn more about multimodal texts and literacy and their students' uses of them, and to develop informed and critical approaches to literacy and new technologies.

This unit explores ways in which technology is impacting on texts and literacy in formal and informal contexts, and the implications of multimodal forms of literacy and digital culture for literacy and learning in and out of school. Using socio-critical perspectives, it examines intersections between technology, literacy culture and identity, and the globalised new communications landscape where screen and image-based literacies sit alongside traditional print forms. It explores what can be learnt about students' literacy experiences in the informal learning contexts of digital culture that can be drawn upon by literacy and English educators in schools. It examines debates and issues surrounding the incorporation of multimodal forms of literacy into the classroom, including issues of difference, equity and access, and challenges posed by new technologies to forms of teaching, assessment and curriculum. It brings critical literacy perspectives to bear on classroom practice and policies, considers the integration of multimodal forms of text and literacy with older forms, and introduces frameworks for textual analysis and curriculum design in and around literacy and new technologies.

EEL701 Professional Learning and Literacy ^X

Trimester 1, 1 credit point

This unit examines strategies and resources used to assist teachers to develop their own understandings of key aspects of literacy teaching and learning. Methods of facilitating key skills needed by teachers of literacy are examined, especially the ability to determine and address the literacy needs of individual students and to differentiate instruction to meet these needs, and the ability to orchestrate all aspects of the literacy classroom.

The unit examines professional learning methods such as modelling and demonstrating teaching approaches, working in teams, mentoring, presenting to large groups, and encouraging reflective practice and practitioner research. Finally the unit examines whole school characteristics that are associated with successful literacy policies and programs.

EEL702 New and Traditional Literacies and Diverse Student Needs ^{ONL-X}

Trimester 2, 1 credit point

This unit draws on contemporary knowledge about diversity of student learning needs and the teaching and learning of new and traditional literacies. In contemporary classrooms, the diversity apparent in student cohorts is increasingly recognised as are the funds of knowledge students bring to learning contexts. In the contemporary communications environment, the nature of texts and meaning-making is being altered by new technologies requiring expanded definitions of literacy.

Through the use of core and elective materials, these units explore ways in which teachers can engage diverse student cohorts in the development of new and traditional literacies. Core materials engage students with current debates, issues in the field, teaching strategies and resources. Core materials emphasise the importance of drawing on students' strengths and funds of knowledge and empowering them through the use of literacies.

Participants then select a specific area on which to focus their study. Participants specialise through engagement with elective and self-sourced materials. They may focus on developing ways of engaging and teaching literacies to students with particular special educational needs (for example, students with emotional, behavioural needs). Or they may choose to investigate a literacies related issue (for example, motivation through connecting with funds of knowledge or engagement through ICT). Within the selected specialisation, participants research, develop, implement and reflect on a school-based application of their learning. Students will develop ways of applying their knowledge with either students or colleagues.

EEL745 Students' Learning of Language and Literacy ^G

Trimester 3, 1 credit point

This unit will cover:

- » stages and dimensions of reading and writing development
- » word identification strategies and cueing systems
- » development of grammar, punctuation and text types in students' writing
- » development of spelling and handwriting skills
- » development of comprehension and critical reading skills
- » assessment of literacy development
- » matching quality print, digital and multimodal texts to students' needs and stage of development
- » planning lessons based on modelled, shared and guided literacy teaching approaches
- » researching and building on the diverse types of knowledge about literacy that students bring to school from their homes and communities.

EEM741 Planning and Assessing Effective Learning: Mathematics ^G

Trimester 3, 1 credit point

Topics to be addressed in this unit include:

- » children's construction of mathematical concepts in the social environment of the home, classroom and wider community
- » the development of children's early number concepts, counting and place value
- » the four operations and associated algorithms for whole numbers and decimal fractions
- » the use of calculators in primary mathematics
- » the development of informal and formal concepts for the measurement of length, perimeter, area and volume, time, temperature, money and angle
- » the development of informal and formal concepts for the teaching of problem-solving, spatial thinking and geometry, mental computation and estimation, chance and data through an investigational approach
- » using resources effectively for the teaching of primary mathematics and appropriate ways of incorporating the use of a range of learning technologies
- » state, national and international policies, programs, and resources for developing and assessing children's mathematical development
- » the connection between children as learners who construct their own understanding of mathematics and an inquiry-based model for classroom practice
- » strategies for providing challenging, coherent and inclusive mathematical learning experiences for children
- » assessing and reporting mathematical learning
- » professional associations and networks and their standards, resources, and professional development opportunities.

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wholly online unit.

EEN706 Lifelong Learning **X**

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » lifelong learning policies in local, national and global contexts
- » from UNESCO to a classroom near you – implications of policy for practice
- » shifting discourses of responsibility and individual agency in lifelong learning
- » discourses of 'risk' in post-compulsory education and training
- » national and international approaches to lifelong learning
- » lifelong learning and new vocationalism – learning for what?

EEN707 Student and Client Centred Learning **X**

Trimester 1, 1 credit point

Topics to be addressed in this unit include:

- » the literature underpinning thinking in the construction and management of effective learning environments that meet the needs of students and clients
- » examining the differences that can exist in the conceptualisation of students or clients
- » strategies for the practical and responsive nature of student centred learning
- » the dangers and limitations of student and client centred learning
- » curriculum development and design processes to construct responsive and supportive learning environments
- » teaching and delivery practices that are learner centred and cater for individual learner differences, and client intent
- » principles of organisational support for student and client centred learning
- » principles of professional development for staff.

EEN708 Youth Learners in Adult Environments **X**

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » youth cultures and identity formation, including identities as learners, workers and members of peer groups and families
- » adulthood transitions including post-school transitions to workplace and institutional settings for further education and training
- » discourses of 'risk' in post-compulsory education and training
- » national and international approaches to 'the youth issue'
- » critique of transition and pathway logics and the expression of these in contemporary youth policies.

EEO731 Individuals and Social Contexts: the Humanities **G**

Trimester 3, 1 credit point

This unit covers:

- » introduction to humanities both locally and globally (areas, resources, contexts)
- » pedagogical approaches and forms of assessment
- » classroom interactions to help develop economics knowledge, reasoning and interpretation
- » geographical knowledge and understanding
- » teaching and learning activities for developing geospatial knowledge and skills
- » active learning: Historical reasoning and interpretation
- » Indigenous perspectives and the humanities
- » sustainability and the humanities
- » exploring humanities outside the classroom.

EEP704 Professional Experience 1 **G**

Trimester 1, .25 credit points

This unit will give students practical school experience related to the primary school teaching profession.

EEP705 Professional Experience 2 **G**

Trimester 1, .25 credit points

This unit will give students practical school experience related to the primary school teaching profession.

EEP706 Professional Experience 3 **G**

Trimester 1, .25 credit points

This unit will give students practical school experience related to the primary school teaching profession.

EES734 Planning and Assessing Effective Learning: Science and Technology **G**

Trimester 1, .75 credit point

This unit will cover:

- » student learning in science and student conceptions
- » theories of learning: constructivist and sociocultural perspectives
- » appropriate pedagogies, the SIT science components, diagnostic and formative assessment, conceptual change strategies, scaffolding, classroom discourse, questioning
- » e-learning
- » planning a science lesson
- » the nature of science; historical narratives, the relationship between theory and evidence in science, contemporary science practice
- » the relationship between environmental education and science
- » investigative processes; types of question, design, measurement, data representation and analysis, writing in science
- » higher order thinking and reasoning in science.
- » creativity and imagination
- » formative and summative assessment in science
- » planning for integration in science; the nature of integration, integrating with technology, mathematics, art and SOSE
- » using community resources in science
- » the use of ICT to support learning; and
- » science conceptual areas: properties of materials, matter and substance, physical and chemical changes to matter (melting, dissolving, evaporation), the science of cooking, testing of materials, rocks, earth and atmospheric processes, the earth in space.

EEY705 Secondary Placement **G**

Trimester 1, .25 credit points

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY705 corresponds to 10 days of the mandatory secondary placement where students work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.



Unit descriptions

EEY706 Applied Learning Placement B G

Trimester 2, .25 credit points

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY706 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

EEY707 Applied Learning Placement B G D-WEXP

Trimester 1, .25 credit point

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY707 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

EEY708 Secondary Placement B G D-WEXP

Trimester 2, .25 credit points

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve the supervision of VIT registered teacher.

EEY708 corresponds to 15 days of the mandatory secondary placement where students work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

ELT711 Teaching, Learning and School Leadership B G X

Trimester 1 or 2, 1 credit point

Topics in this unit include:

- » theories of leadership – historical and current
- » leadership of teaching and teams
- » leadership – qualities, skills and attributes
- » new leadership and changing contexts
- » leadership and curriculum change
- » case study methods.

ELT712 Leading Learning Communities B G X

Trimester 1 or 2, 1 credit point

Topics in this unit include:

- » definitions of leading communities of learners
- » implications of communities of practice for teachers
- » understanding leadership in local, national and global contexts
- » the changing role of the leader teacher
- » managing leadership in schools
- » implications of collaborative networks for the leader teacher
- » the new nature of teachers work – a future perspective
- » scenario based leadership
- » different leadership agendas and practices within a community/context.

ELT713 Researching the Leadership of Teaching B G X

Trimester 1 or 2, 1 credit point

The content of this unit will be informed by the experience of 'shadowing' a leading teacher in an appropriate educational setting. Data gained through observations, interviews and daily conversations will form the basis for an analysis of the experience. Links to the concurrent leadership units regarding theories and contemporary practices in leading learning communities and developing students as researchers will inform the student's analysis.

ELT714 Leadership of Teaching – Portfolio B G X

Trimester 1 or 2, 1 credit point

In this unit students will develop a portfolio to evidence their knowledge, skills and understanding as leaders of teaching. The capacity to plan for innovation, re-culture learning environments and improve student learning for all students in the selected education sector and policy context are key focuses. Students will develop and communicate the outcomes of their portfolios, synthesising the work completed in the companion three units in the Leadership of Teaching to professional audiences.

EPL746 Primary Literacy B X

Trimester 1, 1 credit point

Corequisite: Must be enrolled in course E760.

Incompatible with: EEL745, ECL400, ECL500.

This unit covers:

- » stages and dimensions of reading and writing development
- » word identification strategies and cueing systems
- » development of grammar, punctuation and text types in students' writing
- » development of spelling and handwriting skills
- » development of comprehension and critical reading skills
- » assessment of literacy development
- » planning lessons based on modelled, shared and guided literacy teaching approaches
- » researching and building on the diverse types of knowledge about literacy that students bring to school from their homes and communities
- » Victorian and other relevant national and international curriculum frameworks.

EPM742 Primary Children's Mathematical Development B X

Trimester 1, 1 credit point

The unit adopts a framework of children as learners who construct their own understanding of mathematics in the home, the classroom and the wider community. The unit aims to promote students' understanding of how children's mathematical concepts develop in the key areas of mathematics – number, measurement, space and chance and data. Students will explore the development of effective learning programs to support children's construction of mathematical concepts. Students will be introduced to a range of effective teaching strategies and aids, as well as effective ways of incorporating the use of learning technologies. State, national and international curriculum materials will be referred to and used extensively.

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a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

EPO701 Primary Humanities, Societies and Environments **B X**

Trimester 2, 1 credit point

This unit develops an interdisciplinary approach to the teaching and learning in the humanities and civics and citizenship. The unit begins with exploration of humanities curriculum knowledge (geography, history and economics), and positions these learning domains within local curriculum documents which currently inform teacher planning in schools. Evolving from this disciplinary perspective, students will draw upon content knowledge to investigate pedagogical approaches to planning for, and enacting learning that is inclusive of cultural and ethnic diversity within the primary setting. In partnership with expert groups, students will acknowledge a wide range of resources available for teacher use, to understand humanities learning as complex and interconnected. Students will undertake learning through forums where micro teaching and presentations will occur.

Task one and will be part of a rich assessment task with EEE752 and EPR702. Task two will be part of a rich assessment task with EEE752.

EPR701 Planning for Learning in Professional Experience **B G X**

Trimester 1 or 2 (offered B X-PRIM and B X-SEC only in Trimester 2), 1 credit point

This unit focuses on exploring learners in context. Over the trimester, students will examine their own learning processes to develop skills in becoming a reflective practitioner. Students will develop an awareness of the importance of inclusive communication and develop effective communication skills required in early childhood, primary and secondary classroom, staffrooms and school communities. Students will take an ethnographic inquiry approach to investigate local knowledge in early childhood and school settings. They will consider cultural practices and begin to build their awareness of how to link their knowledge of and relationships with students to meaningful learning experiences. They will begin to develop the skills of planning, teaching and evaluating learning with a small group of students.

EPR702 Managing Teaching in Professional Experience **B G X**

Trimester 2, 1 credit point

This unit focuses on working effectively with learners both in small groups and as a whole group. Students will plan learning experiences accordingly to the needs of groups of children in early childhood settings or primary and secondary settings. Students will study different strategies to communicate effectively in classrooms and ensure safe, supportive and challenging learning environments. Students will be involved in filming their own teaching practice, reflecting on their practice and discussing their learning with colleagues in the school and university settings.

Note: EPR705 is equivalent to EPR702, and is taken by students undertaking a dual credential with strands in Early Childhood Education and Primary Education

EPR703 Reflecting on Practice in Professional Experience **B G X**

Trimester 1 (B, G), 2 (B, G, X), or 3 (B, G, X), 1 credit point

Students will examine the role of the teacher in the school and community and as a member of a profession. Students will select key teaching and learning and assessment artefacts and build their professional portfolio to share with school and university staff members. Students will further develop their ability to communicate in early childhood settings or classrooms and in staffrooms and in particular with students and their families and other key community organisations to ensure the learning of all students. Students will also explore how key professional associations may support them to become members of a learning community.

Note: EPR706 is equivalent to EPR703, and is taken by students undertaking a dual credential with strands in Early Childhood Education and Primary Education

EPR704 Postgraduate Internship **B X**

Trimester 1 or 2, 4 credit points

The internship unit offers pre-service teachers in their final trimester of the Master of Teaching an extended opportunity to gain experience working semi-independently as a teacher in either an early childhood centre, or a primary or secondary school. Participants will have completed successfully a Teacher Performance Assessment. During the internship, participants will be required to demonstrate competence in the core work of teachers, i.e. planning, assessing and evaluating for learning; selecting and utilising appropriate pedagogies and technologies; recording and reporting on student progress to key stakeholders, building appropriate relationships with students and colleagues.

In the internship, participants will teach and work in a negotiated setting for a minimum time of eight weeks, in order to further develop and consolidate their knowledge and skills in the daily work of teachers. During this time, they will be provided with academic supervision and support through both face-to-face consultations and online communication. Over the course of the internship, participants will be required to keep a learning log where they raise concerns and questions for discussion with supervisors and regularly reflect on their own learning as well as the progress of their students.

Unit descriptions

EPS735 Primary Science and Technology Education **B X**

Trimester 2, 1 credit point

The unit will consist of the following topics:

- » children's perceptions of scientists and science; and children's science conceptions
- » theories of learning: constructivist and socio-cultural perspectives
- » appropriate pedagogies: the SIS and POLT components, conceptual change strategies, scaffolding, questioning and inclusivity
- » linking research literature (including theoretical perspectives) to practice
- » VELS and Curriculum Planning – planning and implementing a sequence of science and design, creativity and technology activities; and integrated curriculum
- » science investigations – design, measurement, data representation and analysis, and writing in science
- » the nature of science; the relationship between technology (design, creativity and technology) and science
- » the literacies of science, the role of representation in learning science
- » higher order thinking and reasoning; creativity and imagination
- » resources for a contemporary primary science classroom: the use of ICT to support learning in science, community resources
- » assessment, as, of and for learning – (diagnostic and formative and summative)
- » science conceptual areas would include: floating and sinking, force and energy, light, heat, animal and plant structure and function, biodiversity, life cycles and animal behaviour, rocks, earth and atmospheric processes, environmental science, sustainability, the nature of science
- » the technology process: materials, systems and information in design, creativity and technology, safety.

ESE499 Independent Project **ONL-X**

Trimester 1 or 2, 1 credit point

This unit involves students undertaking supervised individual or small group projects relevant to their course and profession. The study is available only to students who have already demonstrated their academic competence in one or more units offered by the Faculty. The specific topic must be negotiated with and approved by the staff member appointed to supervise the project. The project involves posing important questions, conducting a relevant literature review, investigating and reporting findings. It is expected that students will develop a deeper understanding of the literature, research findings and online publications and resources in their chosen area. The format of the final presentation is a matter for joint discussion and agreement between the student and the supervisor. Content specific for students enrolled in the Bachelor of Early Childhood Education E420. This unit is offered to fourth year Early Childhood students in Trimester 2 only.

ESH702 Health Education: Curriculum Study **B X***

Trimester 1, 1 credit point

This unit is designed to prepare students to teach and assess in the area of health education. Drawing on contemporary research, this unit specifically is aimed at preparing students to teach engaging and inclusive health education across the middle years of schooling and is designed to stimulate critical thinking about contemporary school based health education.

Using an evidence based approach the unit will examine:

- » the health and wellbeing of young people
- » the history of health promotion and education
- » health promoting schools as a school-based model
- » the role of education in promoting student health
- » cross sectoral practice
- » our contribution to building healthy school environments
- » program development
- » curriculum development
- » theories of pedagogy in the health classroom
- » teaching and learning strategies to engage students in high quality teaching
- » evaluation of health promotion strategies and pedagogies.

* Off campus mode is offered in alternating years 2012, 2014

ESH703 Senior Health and Human Development: Curriculum Study **B* X**

Trimester 2, 1 credit point

This unit aims to prepare students for facilitating learning in health and human development with a strong emphasis on the teaching of health and human development at the Victorian Certificate of Education (VCE) level. It also aims to provide an understanding of the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in the VCE as it relates to health and human development. Student's understanding of the nature of the curriculum, pedagogy and assessment in health and human development and the implications for teaching are expanded. The study looks at the VCE health and human development approach to the concept of development as a continuum that begins with individual human development (Units 1 and 2) and progresses towards human development at a societal level (Unit 4); the role nutrition plays in influencing both health status and individual human development; the responsibilities and obligations of the teacher in delivering the prescribed curriculum of the VCE health and human development study design; exploration of contemporary resources texts and resources that can be incorporated into the classroom to facilitate the teaching and learning of the VCE health and human development study design; and interpreting health data and the nature of school based and external evaluation and assessment of VCE.

* Off campus mode is offered in alternating years 2012, 2014

ESI708 Practicum: Special Educational Needs **X**

Trimester 1 or 2, 1 credit point

The content of this unit centres on the professional role of planning and implementing quality educational programs for students with special educational needs. The aim of this unit is to provide students with the opportunity to demonstrate their theoretical knowledge and understanding in practice. Apart from making a quality contribution to the learning environment, students are expected to reflect on their own pedagogical practice and the associated areas of curriculum, program planning and the special educational needs of individual learners. It is expected that students will be able to demonstrate a great degree of professional autonomy in the later part of this field experience. Students are required to complete 20 days of supervised professional experience in designated special educational settings. Those students already working in a special setting may complete up to 10 days of supervised practice in their own setting.

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wholly online unit.

ESJ757 Studies in Curriculum (LOTE A) **B**

Trimester 1, 1 credit point

The unit will cover:

- » history of the subject area
- » contemporary policy context
- » working with curriculum and developing programs
- » sequence of lessons
- » effective pedagogies
- » effective assessment.

ESJ758 Studies in Curriculum (LOTE B) **B**

Trimester 2, 1 credit point

The unit will cover:

- » history of the subject area
- » contemporary policy context
- » working with curriculum and developing programs
- » planning and sequence of units
- » effective pedagogies
- » effective assessment.

ESJ759 Studies in Curriculum (TESOL 7–10) **B**

Trimester 1, 1 credit point

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of the education specialism: TESOL: Curriculum Study A.

This unit aims to introduce beginning teachers to the major aspects of teaching learners from language background other than English in both mainstream and specialist classes at secondary school level. It provides real and simulated classroom situations in which participants can practise and discuss teaching and learning procedures. The unit covers a broad range of theoretical and practical issues important to the study of TESOL such as second language acquisition, the use of curriculum frameworks, assessment practices and effective pedagogies.

ESJ760 Studies in Curriculum (TESOL or Senior Chemistry) **B** * **X**

Trimester 2, 1 credit point

* TESOL offered in on-campus mode only

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of one of the following education specialisms:

- » TESOL: Curriculum Study **B**
- » Senior Chemistry: Curriculum Study **B** **X**

Each of these specialisms will focus on aspects such as curriculum influences, curriculum design and development principles and curriculum delivery and implementation of the respective disciplines. The year level focus and/or other aspects of each of these specialisms will complement and support specialisms offered in other education discipline studies.

ESM701 Teaching Mathematics Successfully **ONL-X**

Trimester 1, 1 credit point

This unit encourages students to explore some key features of quality teaching, including organising for learning, effective communication, nurturing of learners, engaging students, catering for individual differences, and ways of structuring open-ended learning. These strategies are portrayed as necessary for an inclusive curriculum that will lead to the construction of relational understanding of any specific content, including mathematics. Students look critically at a range of aspects of mathematics lessons, and then choose to investigate more deeply (individually or in groups) a feature of the teaching approach that links with their specific interests and specialist fields. Access to a computer and the internet are required to complete this unit.

ESM704 Problem Solving and Modelling **X**

Trimester 2, 1 credit point

This unit focuses on two key elements in the teaching of kindergarten to Year 12 mathematics: problem solving and modelling. The unit will address topics including: the nature of mathematical problems and the problem solving process; the concept of a mathematical model and the modelling process; the role of problem solving and modelling in the school curriculum; organising classrooms for problem solving and modelling; and what constitutes a mathematically rich problem or situation for use in classrooms.

ESM724 Mathematics: Curriculum Study **B** **X**

Trimester 1, 1 credit point

This unit simultaneously focuses on mathematical content and teaching and learning approaches that increase Year 7–10 students' opportunities to learn mathematics. Informed by findings from middle years research, and guided by the Victorian Essential Learning Standards (2005) and the national curriculum under development at present, in particular the focus will be on the intersection between these two documents. Autonomous student thinking is a focus of attention. A diversity of tasks (from the areas of number, space, measurement, chance and data, structure – numeric and algebraic structure) are examined. Tasks are then designed and implemented, and reflections upon the learning that occurred are a focus intended to develop the types of thinking of reflective teachers. Many complexities associated with classroom teaching (e.g. catering for individual differences, implementing effective group work, and capitalising on technology to support student learning) are identified and discussed. Study of assessment techniques focuses on monitoring student progress to promote further learning, assessing students' mathematical performance, and providing opportunities for students to demonstrate they can work mathematically.

ESM725 Senior Mathematics: Curriculum Study **B** **X**

Trimester 2, 1 credit point

This unit focuses on mathematics units within the Victorian Certificate of Education (foundation mathematics, general mathematics, further mathematics, mathematical methods 1/2 3/4, specialist mathematics), and mathematics associated with the Victorian Certificate of Applied Learning (VCAL). As the national mathematics curriculum is developed, it will also focus on this. The unit simultaneously examines mathematical content and teaching approaches that optimise student learning of that content. Attention is paid to developing teacher ability to sequence mathematical topics to increase student opportunities to think autonomously; to strengthen the connections they make between areas of mathematical content, and the contexts to which this mathematics applies. Assessment procedures are examined for the purpose of identifying how to increase student learning by progressive monitoring, and how to best assist students to meet assessment requirements. Design of assessment tasks is considered in the light of ways to monitor ongoing learning and how to assess at Units 1 and 2 in ways that prepare students for assessment in Units 3 and 4.

Unit descriptions

ESM733 Exploring Space and Number **X**

Trimester 2 (alternate years), 1 credit point

This unit explores two fundamental areas of mathematics, space and number, and provides participants with ideas for teaching that exploit this knowledge. Topics covered include: the natural, rational and real numbers; the role of written, mental and calculator computation; using mental computation as a vehicle for enhancing number sense and developing explanation skills; the potential of the calculator to foster children's exploration of number; using geometry in art and design, including paper engineering and the work of M. C. Escher, as a vehicle for meaningfully engaging students from prep to year 10 with the space content of the curriculum. Participants will be expected to reflect on issues related to pedagogical approaches that enhance students' construction of their knowledge and understanding of mathematical concepts.

ESP701 Education and Development of Exceptional Learners **X**

Trimester 1, 1 credit point

This unit focuses on the current understandings of students with exceptional learning abilities. Topics covered include conceptions of intelligence, giftedness and talent; identification; social and emotional needs; underachievement; students at risk; curriculum models and program planning.

ESP703 Student Welfare and Discipline Issues **X**

Trimester 2, 1 credit point

This unit investigates contemporary issues in welfare and discipline in relation to all students, including those with diverse abilities and behaviours. Topics covered include discipline models, student wellbeing and behaviour initiatives (such as resilience programs, restorative practices and anti-bullying programs), supporting students with specific behavioural syndromes, mental health issues, multi-age classrooms and peer support programs.

ESS741 Science and Environmental Sustainability: Curriculum Study (Years 7–10) **B X**

Trimester 1, 1 credit point

The content of this unit will include:

- » different approaches to teaching and learning in education for sustainability
- » a discussion of the purposes of education for sustainability
- » common curriculum documents to plan and organise work
- » how to critically reflect on teaching and learning in education for sustainability
- » examples of professional reading related to teaching and learning; and
- » curriculum plans which exemplify approaches to environmental sustainability in science education.

ESS742 Senior Environmental Science: Curriculum Study **B X**

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » environmental education past, present and future
- » the VCE Environmental Science study design
- » implementing the VCE Environmental Science study design
- » key concepts of sustainability, protecting biodiversity and climate change
- » field techniques
- » preparing students for exams
- » development of assessment tasks including school assessed coursework and assessment procedures for the VCE Outdoor and Environmental Studies study design
- » environmental education and the other VCE science study designs, VET and VCAL.

ESS744 Science: Curriculum Study **B X**

Trimester 1, 1 credit point

Topics to be addressed in this unit include:

- » lesson planning in science
- » the nature of science and rationale for teaching it
- » research into students' understandings of science and implications for teaching science
- » contemporary understandings about students' learning of science
- » Victorian Essential Learning Standards (VELS) structure as it relates to the teaching of science
- » the nature of science and implications for the teaching and learning of science – models and representations in science, and argumentation
- » assessing the development of students' understandings and skills in science
- » teaching and learning strategies to support students' understandings in science
- » planning and management of practical science learning activities
- » scientific literacy and literacies of science; and
- » applications of ICT in the science classroom.

ESS755 Resources in the Contemporary Science Curriculum **B X**

Trimester 2, 1 credit point

The unit will consist of the following topics:

- » productive use of excursions and incursions in science
- » laboratory management policies and procedures, legal responsibilities of the science teacher
- » preparation and storage of laboratory chemicals and biological materials
- » ways of using community science resources including local industry and government agencies
- » effective use of web based resources for science teaching and learning
- » strategies for the effective preparation and presentation of teachers' demonstrations
- » strategies for the effective use of a range of equipment, including learning technologies such as data-logging, computers and graphic calculators: strategies for the effective preparation and management of laboratory activities undertaken by students
- » formative and summative assessment of practical activities; and
- » research related to the effective use of practical activities in science learning.



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ESS767 Senior Biology: Curriculum Study

B X

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » the place of biology in the curriculum of post-primary schools
- » the VCE Biology study design and other senior biology curricula
- » alternative approaches to the learning and teaching of biology
- » common difficulties in the learning of biology
- » curriculum development and assessment
- » current texts and resources, including those which are internet-based
- » the roles of the laboratory, the virtual laboratory and field work
- » ethical issues in the teaching of biology.

ESX701 Professional Development Module 1 **B**

Trimester 1 or 2, 1 credit point

Note – Students should refer to:
 Centre for Partnerships and Projects in Education
 Phone 03 9244 6401
 Fax 03 9251 7430

ESX702 Professional Development Module 2 **B**

Trimester 1 or 2, 1 credit point

Note – Students should refer to:
 Centre for Partnerships and Projects in Education
 Phone 03 9244 6401
 Fax 03 9251 7430

ESX703 Professional Development Module 3 **B**

Trimester 1 or 2, 1 credit point

Note – Students should refer to:
 Centre for Partnerships and Projects in Education
 Phone 03 9244 6401
 Fax 03 9251 7430

ESX704 Professional Development Module 4 **B**

Trimester 1 or 2, 1 credit point

Note – Students should refer to:
 Centre for Partnerships and Projects in Education
 Phone 03 9244 6401
 Fax 03 9251 7430

EXC725 Literacy and Numeracy Across the Curriculum **B X**

Trimester 1, 1 credit point

Topics to be addressed in this unit include:

- » the nature of numeracy and the extent to which it encompasses not only mathematical concepts and skills (e.g. numerical, spatial, graphical, statistical and algebraic), but also mathematical thinking, general thinking skills, problem solving strategies and a deep understanding of the context within which these concepts and skills are to be applied
- » language and literacy as social constructs. Theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; and second language learning and the second language learner
- » critical evaluation of teaching, learning and assessment materials from a literacy and numeracy perspective, including an examination of the language of texts and genres across different curriculum areas
- » the development of teaching strategies to discern and respond to the inherent literacy and numeracy demands and opportunities across the curriculum
- » the numeracy and literacy demands on teachers in their professional lives in areas such as planning, timetabling, assessment and reporting
- » developing a whole school approach to literacy and numeracy.

EXC735 Teachers and Youth Literacy and Numeracy Engagement **B-WEXP G-WEXP**

Trimester 2 (G W-EXP) or 3 (B W-EXP), 1 credit point

Topics to be addressed in this unit include:

- » vocational learning curriculum designs and frameworks available in the post-compulsory sector:
 - » Victorian Certificate of Applied Learning (VCAL), Literacy and Numeracy Skills Strand
 - » Certificates of General Education for Adults
- » understanding the learner with literacy/numeracy skills development needs:
 - » factors that contribute to low literacy and numeracy levels in adolescents and young adults
 - » strategies to support students with under-developed literacy and numeracy skills
 - » integrating youth literacy and numeracy enhancement programs into vocational learning courses.
- » a frame of reference for teachers to meet their own literacy, numeracy and technology learning needs for the teaching workplace.

EXE702 Becoming a Teacher in the 21st Century: the Personal, Professional and Political Challenges **G**

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » the self as professional
- » professional practices as expressions of culture from an historical perspective, from a socio-political perspective and from an intra-profession perspective
- » theories of teaching and learning and the applicability of these to contemporary youth education
- » pedagogy as relationships
- » national and international developments in the education of young people and imperatives in education and training policy and practice for teacher professional change
- » professional development models and lifelong learning for educators of young people; and
- » reflective practice, personal professional development and institutional change management.

Unit descriptions

EXE703 Partnership Development for Applied and Vocational Learning Programs

Trimester 2, 1 credit point

Topics to be addressed in this unit include:

- » youth transitions from education to employment: current situation and future trends in meeting the workforce skills needs of society
- » contemporary vocational learning programs for young people and the challenges posed for education institutions
- » secondary school responses to the vocational preparation of young people through VCAL, VCE VET, work experience, structured workplace learning, school-based new apprenticeships, etc.
- » employability and 'employer-ability' skills and attributes
- » developing and teaching work readiness programs
- » centrality of applied vocational experiences in contemporary programs.
- » broad local community support mechanisms and the shared responsibility for the vocational preparation of young people
- » government funded initiatives – commonwealth, state and local
- » local networks that facilitate partnership development among providers and with community organisations and employers – Local Learning and Employment Network (LLEN) initiative in Victoria
- » dependency on partnerships with employers – role of employer representative organisations
- » partnership building for education providers with industry, and community organisations and agencies – critical factors including relationship developments and the development of protocols
- » cultural differences between the operations of enterprises in the industry/ business sector and provider organisations in the education and training sector; and
- » organisation and deployment of work experience and work placements in industry for young people.

EXE731 Advancing Professional Development

Trimester 1, 1 credit point

This unit focuses on developing a deeper understanding of professional development, how best to organise it, and the importance of professional development in institutions or agencies. In short, it aims to support individuals in becoming more self-sufficient in managing their own professional development programs.

This generic unit explores a range of models, programs and strategies in professional development for educators and trainers. The unit is highly flexible, with its use of a mix of print and online resources that include a range of multimedia case studies. The intention is to advance practitioners' capacities in professional development through reading, critical reflection and proposal writing.

EXE732 Social Justice and Difference

Trimester 2, 1 credit point

Why don't we hear much talk about social justice in education these days? As educators we now deal with diverse student populations in a culturally diverse and globalised society, yet there are surprisingly few opportunities for understanding the effects of these differences on educational practice. This unit engages students in the theoretical and strategic debates about social justice, difference and the 'politics of identity'.

The unit begins by exploring a critical incident in your experience and/or work context which foregrounds difference, including gender, class, race, indigeneity, ethnicity, sexuality and (dis)ability, and the intersections among them. You will interpret and write about your chosen incident, starting with an autobiographical narrative and moving to a more analytical and critical mode. Having considered a range of contemporary theories, including feminist, postcolonial and poststructuralist, a specialised study will be undertaken to extend/deepen theoretical and practical knowledge about social justice and difference in your work context, e.g. adult and workplace learning, schools, universities, community centres.

The unit will make extensive use of online pedagogies and materials, including teleconferencing and computer conferencing.

EXE733 Assessing Learning

Trimester 1, 1 credit point

Assessment is commonly used to measure learning achievements as well as to enhance, guide, and inform both learning and teaching, and motivate the learning process. Critical, but often disregarded, is the context in which assessment is placed. This generic unit examines forms of assessment used in education and training, how these are administered (including technological-supported means of assessment), by whom and for what purposes, and the features of assessment that characterise exemplary practice.

Using resources presented in a variety of media, participants will examine the theory that underpins:

- » assessment as measurement
- » assessment as guidance and learning enhancement; and
- » the selection of assessment tools and processes that are contextually relevant.

Participants will also be able to develop a position on, and strategies for assessment that is suited to their own needs, whether in formal or community-based education, vocational training, business or industry enterprise. Participants will also have the opportunity to work collaboratively using online conferencing and communication facilities.

EXE734 New Technologies in Education and Training

Trimester 1, 1 credit point

New technologies are widely used in schools to support and enhance teaching and learning and often form the focus of curriculum change and educational reform processes. This unit aims to assist students to enhance their professional practice by developing their understandings of issues that impact on the effective use of new technologies in education through a critical examination of the research and professional literature in this area.

Topics to be addressed in this unit include an exploration of the barriers and incentives for teachers and trainers to effectively infuse the teaching and learning experience with new technologies and identification of the theoretical, educational, and professional issues that underpin the effective use of new technologies in education and training. In this unit students are immersed in a fully online learning environment which is used to create a personal experience of many of the issues addressed in the unit. All students are required to participate in online discussions.

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a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

EXE735 Evaluation: Improvement and Accountability **B X**

Trimester 2, 1 credit point

The unit addresses two dimensions of contemporary evaluations: evaluation for understanding and improvement, and evaluation for monitoring outcomes and accountability. The unit considers the range of evaluation approaches available to educators, trainers, human resource managers and senior administrators with an emphasis on qualitative approaches. Students are introduced to five general forms of evaluation practice for exploration, and are encouraged to apply their developing understanding of these forms of evaluation to their own professional contexts. Students can identify a unit of 'evaluative analysis' which may focus on systems, organisations, staff groups participating in strategic professional development, and/or education and training programs.

EXE736 Knowledge, Learning and Learners **B X**

Trimester 2, 1 credit point

Students will investigate some traditional and modern approaches to understanding the way people learn in educational institutions, in the workplace, and in everyday activities. Each of the approaches is based on the assumption that knowledge is developed by individuals and groups through social interaction. Participants will be required to engage with a central core of theoretical ideas and then will be asked to relate one of these to an area of their own interest and workplace needs. The unit caters for educators and trainers from across all sectors, as well as some specific school curriculum areas. Access to a computer and the internet are required to complete this unit.

EXE737 Leading and Managing Learning Organisations **B X**

Trimester 1 (X) or 2 (B, X), 1 credit point

This unit deals with key issues around leadership and management of organisational change in the global context. After considering the social, cultural and economic factors currently encouraging organisational change in late modernity, the unit focuses on one response in the form of learning organisations. The unit explores a number of key dimensions to learning organisations through learning network theory, critical theory and feminist theory, and asks questions about ethical and moral leadership. Finally, the unit considers what it means to manage within a learning organisation in terms of managing change, managing people and managing accountability. A number of issues and dilemmas will be addressed, dilemmas that focus on competing demands for cooperation and competition, from clients and stakeholders, between equity and efficiency and between personal and corporate goals.

EXE738 Policy Studies in Global and Local Contexts **B X**

Trimester 1, 1 credit point

Increasingly governments use policy to steer education and training towards national interests. At the same time, however, globalisation pressures governments to respond in ways determined beyond national interests. This leads to significant local/global tensions. This unit addresses both the wider issues of cultural difference in the context of globalisation and the internationalisation of education as well as policy issues arising from and relevant to local practices, interests and values.

The focus is on theoretical and critical perspectives towards policy, in particular the new policy sociology, and requires students to reflect on practice, theory, and current public sector and educational policy environments. Students have a range of options - to consider issues of doing policy work in their own workplaces, to develop policies that focus on a relevant public sector educational or training issue with some practical outcomes in mind, to consider policy scenarios. Or students can undertake a cross cultural analysis of policies. All assignments require considerations of the equity implications of policy work.

EXE739 Internationalising the Curriculum **B X**

Trimester 2, 1 credit point

This unit deals with the proposition that all teachers are working within diverse and increasingly internationalised and globalised contexts worldwide. It begins with a theoretical and practical discussion of the implications of internationalisation and globalisation on education and pedagogy and curriculum. It looks at the impact these changes have had on crucial notions, particularly language culture, identity and difference and the implications of this for teaching and learning. Finally, the unit investigates the ways that we as educators might work within the different contexts in which we are concerned to provide viable and far thinking curricula for students in internationalising educational contexts in Australia and overseas.

EXE740 Independent Reading Study **B X**

Trimester 1 or 2, 1 credit point

The Independent Reading Study is a guided independent study in which students can undertake a literature review on a negotiated project in consultation with a supervisor. The unit is designed to provide students with flexibility in constructing their masters course, enabling them to focus on an area of education and/or training which they regard as directly related to their own interests. It may involve engaging a reading study topic focusing on issues arising from students' course work and professional interests, or it may (if taken in the latter stages of your masters course) relate closely to students' intended research paper topic. Details concerning reading materials and assessment are to be negotiated with a nominated supervisor who is appointed by the unit chair in consultation with the student.

Unit descriptions

EXR481 Education Research Methodology

ONL-X

Trimester 1, 1 credit point

Incompatible: EXR480, EXR780

Prerequisite: WAM of 70 per cent or higher.

Exceptions to this prerequisite must be approved by the student's Course Director.

Note: EXR491 can be taken concurrently with EXR481.

This unit introduces students to a selection of research methodologies and examines the theoretical frameworks that position different approaches to education research. Students investigate the key tasks and decisions involved in developing sound research proposals and investigate how these activities are themselves shaped by the broader concept of research methodology. The unit introduces different methods of data collection and analysis and examines how these processes are related to research questions and methodological coherence. Students are asked to think critically about their own research problems and how these may be investigated most suitably by drawing on a particular research methodology. Students are introduced to research ethics, examples of ethical issues frequently experienced in education research.

EXR491 Education Research Proposal

ONL-X

Trimester 1, 1 credit point

Incompatible: EXR490, EXR790

Prerequisite: Completion of Research Methodology (EXR481) with a grade of 70 per cent or higher.

Exceptions to this prerequisite must be approved by the student's Course Director.

Note: EXR481 can be taken concurrently with EXR491.

This unit develops students' understanding of the tasks and key decisions involved in sound research design. It is the second in a two unit sequence which will prepare students to undertake the minor thesis (EXR498/EXR499) component of their honours course.

Education Research Proposal builds on students' understanding of research to develop a detailed and well-argued research proposal. If necessary, students will also be expected to apply for ethics approval to conduct the research. Students work with supervisors to refine and analyse their research question and construct an individual study program to support the development of their proposal. The study program will draw from a range of library-based modules on the major components of a research project including:

- » the literature review
- » research methodology and theoretical framework
- » research methods
- » research integrity and ethics.

The individual study program will allow students to develop a research proposal informed by current education research theory and practice to address their research question.

EXR498 Minor Thesis Part A

ONL-X

Trimester 2, 2 credit point

There is no prepared content in this unit. It is a research unit in which each student, in consultation with an appointed supervisor, carries out research to develop new knowledge. From time to time, supervisors will assist students to seek appropriate readings to support their research. Supervisors are appointed by the honours coordinator in consultation with the student and the Chair of EXR491 Education Research Proposal. Honours seminars will bring groups of students and staff together to share resources, discuss methods and progress, and to explore research data.

EXR499 Minor Thesis Part B

ONL-X

Trimester 2, 2 credit point

There is no prepared content in this unit. It is a research unit in which each student, in consultation with an appointed supervisor, carries out research to develop new knowledge. From time to time, supervisors will assist students to seek appropriate readings to support their research. Supervisors are appointed by the honours coordinator in consultation with the student and the Chair of EXR491 Education Research Proposal. Honours seminars will bring groups of students and staff together to share resources, discuss methods and progress, and to explore research data.



Postgraduate students at the Geelong Waurin Ponds Campus.

KEY

B	Melbourne Burwood Campus
F	Geelong Waterfront Campus
G	Geelong Warrnambool Campus
W	Warrnambool Campus
X	Off campus

X-WEXP
D-WEXP
WEXP
ONL-X

a unit studied in flexible mode – using online resources and intensives at a designated Campus.

wholly online unit.

EXR781 Education Research Methodology

B X

Trimester 1 (B, X) or 2 (X), 1 credit point

Prerequisite: Entry requires a WAM of 70 per cent or higher. Exceptions to this prerequisite must be approved by the student's Course Director.

Incompatible: EXR780

This unit introduces students to a selection of research methodologies and examines the theoretical frameworks that position different approaches to education research. Students investigate the key tasks and decisions involved in developing sound research proposals and investigate how these activities are themselves shaped by the broader concept of research methodology. The unit introduces different methods of data collection and analysis and examines how these processes are related to research questions and methodological coherence. Students are asked to think critically about their own research problems and how these may be investigated most suitably by drawing on a particular research methodology. Students are introduced to research ethics, examples of ethical issues frequently experienced in education research.

EXR791 Education Research Proposal **B X**

Trimester 1 (B, X) or 2 (X), 1 credit point

Prerequisite: Completion of Research Methodology (EXR781) with at grade of 70 per cent or higher.

Exceptions to this prerequisite must be approved by the student's Course Director.

Incompatible: EXR790

This unit develops students' understanding of the tasks and key decisions involved in sound research design. It is the second in a two unit sequence which will prepare students to undertake the research paper (EXR796/EXR797) or minor thesis (EXR798/EXR799) component of their masters course.

Education Research Proposal builds on students' understanding of research to develop a detailed and well-argued research proposal. If necessary, students will also be expected to apply for ethics approval to conduct the research. Students work with supervisors to refine and analyse their research question and construct an individual study program to support the development of their proposal. The study program will draw from a range of library-based modules on the major components of a research project including:

- » the literature review
- » research methodology and theoretical framework
- » research methods
- » research integrity and ethics.

The individual study program will allow students to develop a research proposal informed by current education research theory and practice to address their research question.

EXR796 Research Paper Part A **X**

Trimester 1, 2, and 3, 1 credit point

Note: Trimester 3 offering subject to availability of appropriate supervisors.

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

EXR797 Research Paper Part B **X**

Trimester 1, 2 and 3, 1 credit point

Note: Trimester 3 offering subject to availability of appropriate supervisors

In this unit, students continue the tasks commenced in EXR796 Research Paper Part A.

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

EXR798 Minor Thesis Part A **X**

Trimester 1 or 2, 2 credit points

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

EXR799 Minor Thesis Part B **X**

Trimester 1 or 2, 2 credit points

In this unit, students continue the tasks commenced in EXR798 Minor Thesis Part A.

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

Find out more

Where to get more information

Web site

Deakin on the web, www.deakin.edu.au, contains detailed information on everything at Deakin, including:

- » courses
- » unit descriptions
- » student profiles
- » campuses
- » facilities and services
- » applications and scholarships
- » research.

To find detailed course information, including unit descriptions, you can visit the following sites:

- » Course search – search for Deakin's courses online www.deakin.edu.au/courses, find the course you are looking and view a full description of that unit
- » *Postgraduate Studies Handbook* – the handbook provides a listing and description of all units and course structures www.deakin.edu.au/handbook.

Other useful web sites

Fees
www.deakin.edu.au/future-students/fees

Library
www.deakin.edu.au/library

Research scholarships
www.deakin.edu.au/future-students/research/scholarships

Study skills
www.deakin.edu.au/future-students/services-facilities

Course enquiries

For additional course guides and brochures or more information about application, selection and enrolment, as well as fees and charges, please contact:

1300 DEGREE (1300 334 733)
enquire@deakin.edu.au
www.deakin.edu.au/courses

Research degree enquiries

Research Services Division
Phone: +61 3 9251 7124
research-hdr@deakin.edu.au
www.deakin.edu.au/research

Disability services

For details, phone:

- » Geelong 03 5227 1221
- » Melbourne 03 9244 6255
- » Warrnambool 03 5563 3256

visit www.deakin.edu.au/disability
or email drcentre@deakin.edu.au.

International student enquiries

Deakin University also produces course guides specifically for international students. To request a copy phone Deakin International on +61 3 9627 4877, email deakin-international@deakin.edu.au or visit www.deakin.edu.au/international.

Further reading

Postgraduate study area booklets:

- » Architecture and Built Environment
- » Arts, Humanities and Social Sciences
- » Business and Law
- » Education
- » Engineering
- » Health
- » Information Technology
- » Media, Communication and Creative Arts
- » Medicine
- » Nursing and Midwifery
- » Nutrition and Dietetics
- » Optometry
- » Psychology
- » Science and Environment.

To request a copy of any of the above publications please email enquire@deakin.edu.au, phone 1300 DEGREE (1300 334 733), or download at www.deakin.edu.au/future-students/brochures.

Open Days 2011

Warrnambool Campus
Sunday 14 August

Geelong Waurin Ponds Campus
Sunday 21 August

Geelong Waterfront Campus
Sunday 21 August

Melbourne Burwood Campus
Sunday 28 August

www.deakin.edu.au/openday

Social media@Deakin

You can find us on social media sites Facebook, Twitter and YouTube using the links on our social media page.

Keep in-the-know about all things Deakin, including upcoming events and general information, and have your questions answered.

We also have an iTunesU channel, where you can learn about our research activities, teaching and learning initiatives and view highlights of student work, training guides and videos of public lectures.

Visit www.deakin.edu.au/socialmedia to get connected with Deakin.



Postgraduate Information Nights

RACV Club, Melbourne

Tuesday 4 October 2011, 5–7 pm

Melbourne Burwood Campus

Tuesday 11 October 2011, 5–7 pm

Postgraduate Information Nights will also be held in February and May 2012. Please visit www.deakin.edu.au/postgrad or phone 1300 DEGREE (1300 334 733) closer to the time for specific dates and event details.

Important dates

2011

14 August

Open Day at Warrnambool Campus

21 August

Open Day at Geelong Warrnambool Campus

Open Day at Geelong Waterfront Campus

28 August

Open Day at Melbourne Burwood Campus

4 October

Postgraduate Information Night, 5–7 pm

RACV Club, Melbourne

To register visit www.deakin.edu.au/pgevents.

11 October

Postgraduate Information Night, 5–7 pm

Melbourne Burwood Campus

To register visit www.deakin.edu.au/pgevents.

31 October

Closing date for applications for research scholarships – Australian and New Zealand citizens and Australian permanent residents.

14 November

Trimester 3 begins

Application closing dates

Trimester 3, 2011

30 October 2011

Off campus

Trimester 1, 2012

19 February 2012

Off campus

6 November 2011

On campus

26 February 2012

On campus

Note: Research degree applications can be made at any time. Some postgraduate courses have alternative application requirements and closing dates. For more information, please visit www.deakin.edu.au/apply.

2012

Trimester 1

Teaching period 5 March–1 June

Easter holiday/intra-trimester break 6–15 April

Examination period 7–15 June

Trimester break 18 June–6 July

Trimester 2

Teaching period 9 July–5 October

Intra-trimester break 24–30 September

Examination period 11–19 October

Trimester break 22 October–9 November

Trimester 3

Teaching period 12 November–15 February 2013

Intra-trimester break 24 December–2 January 2013

Examination period 21 February–1 March 2013

Trimester break 4–8 March 2013

For details, please visit www.deakin.edu.au/future-students.



More information

1300 DEGREE (1300 334 733) | www.deakin.edu.au | enquire@deakin.edu.au

2011 DEAKIN UNIVERSITY POSTGRADUATE INFORMATION NIGHTS

RACV CLUB, MELBOURNE

Tuesday 4 October 2011
5.00–7.00 pm

Level 2, 501 Bourke Street
Melbourne VIC 3000

MELBOURNE BURWOOD CAMPUS

Tuesday 11 October 2011
5.00–7.00 pm

Building LB, 70 Elgar Road
Burwood VIC 3125

