

COLLEGE OF EDUCATION HANDBOOK 2017

DISCLAIMER

The information contained in Victoria University's 2017 College of Education was current at 28 November 2016

In today's university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University's courses, readers are advised to access the University's online courses database at www.vu.edu.au/courses

If you have difficulty in accessing this material electronically, please phone (03)9919 6100 for assistance.

IMPORTANT INFORMATION

The course details in this handbook (Plus details of all other Victoria University courses) can also be searched on the University's online courses database at www.vu.edu.au/courses

This handbook can be downloaded as a pdf file from the Victoria University website at www.vu.edu.au/courses/course-handbooks-and-guides

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HOW TO USE THIS HANDBOOK

Victoria University's 2017 College of Education Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the college in 2017.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Education in 2017.

Although all attempts have been made to make the information as accurate as possible, students should check with the college that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University's online courses database at www.vu.edu.au/courses for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

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SPECIALISATIONS

UNITS

College of Education

Below are details of courses offered by the College of Education in 2017.

This information is also available online on the University's searchable courses database at www.vu.edu.au/courses

NOTE: Courses available to international students are marked with the (I) symbol

Bachelor of Education (Early Childhood/Primary)

Course Code: ABEC

Campus: Footscray Park, St Albans.

About this course: Teaching and Learning in the Bachelor of Education (Early Childhood/Primary) The College of Education offers the 4 year Bachelor of Education (Early Childhood/Primary) degree at the St Albans Campus. Pre-service teachers will prepare to teach in both primary and Early Childhood (EC) services. Pre-service teachers undertake core education units that cover all the strands and domains of the Victorian Curriculum F-10 requirements and those of the National Early Years Learning Framework. Partnerships provide the authentic context for pre-service teachers, their school/EC service mentors and teacher educators to collaboratively understand and enhance teaching competence. The practical experiences of pre-service teachers in partnerships are also the basis of their critical reflection and theorising of practice which leads to sustainable improvement and change for both pre-service teachers and educational institutions involved in partnerships. Practice-Theory Victoria University has an ongoing commitment to teacher education which connects practice and theory. The course is framed within an intention to project education as a 'practical social science'. Other similar concepts highlighted throughout the course are action research, reflective practice, teacher as researcher, social philosophy and practical theorising. Teaching in the course will require teacher educators to make explicit links between pre-service teachers' experiences in partnerships and the development of understanding in university tutorials and through the completion of assessment tasks. Practice-theory develops when pre-service teachers:

- Describe Practice - the practices of teaching and learning described with particular emphasis on recording how young people's learning is an outcome of teaching;
- Interpret Practice - the practices of teaching and learning understood through the application of appropriate educational theory;
- Theorise Practice - understanding used to generate explanations for practical teaching and learning experiences which become the basis for changed and improved practice;
- Change Practice - the trialling of new practice.

Thus, teaching in all stages in the course is developed so that pre-service teachers become researchers of their own practice. In all units, teacher educators, even when directly proposing curriculum methodology and teaching strategies, should locate their own classroom practice within a spirit of mutual respect, inquiry and research. The focus for such research is the connection between teaching and learning. In accordance with Department of Education and Training Policy pre-service teachers are required to complete a "Working with Children Check" prior to being placed in a school

Course Objectives: Graduates of this course will be able to integrate theoretical and practical knowledge that includes:

- the diversity of human growth and development, the likely impact of culture, family, genetic inheritance and life experiences on children's learning and development;
- young children as capable, confident citizens with rights and responsibilities;
- the changing nature of society (technological, economic, environmental and cultural) and its implications for education, with particular emphasis on the global knowledge economy and society;
- social justice and democratic participation in education through partnership-based teacher education;
- children's rights and an ethics of care.

Graduates of this course will have:

- cognitive skills to review, critically, analyse, consolidate and synthesise knowledge relating to learning and teaching in early childhood and primary school contexts;
- cognitive and practical skills to demonstrate a broad understanding of knowledge with depth in regards to responsive curriculum, effective teaching, organisation of learning spaces; and of current and innovative teaching and learning strategies to engage young children in both children's services and primary schools; skills necessary to be reflective and reflexive practitioners, to think critically, understand the ethical dimensions of practice and to teach children in diverse contexts;
- communication skills to present a clear, coherent and independent exposition of knowledge and ideas in relation to reciprocal, respectful and responsive partnerships with children, families, colleagues and the wider community, to maximise the learning potential of each child.

Graduates of this course will demonstrate the application of knowledge and skills by:

- being mindful, respectful and critical of the professional standards;
- critically applying theoretical and practical knowledge, skills and dispositions of learning and teaching in early childhood and primary schools settings;
- responding in ethical ways to diverse and changing learning and teaching contexts;
- acting on and in accordance with democratic principles;
- developing dialogic and reflective practice in order to become lifelong learners.

Careers: The course provides a community and school-based approach to teacher education with substantial opportunities for students to pursue studies and future employment in early childhood education and primary school education. Graduates will be qualified to teach in early childhood services and primary schools on successful completion of the course.

Course Duration: 4 years

Admission Requirements: Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 and any other English 25 AND completion of Units 1 and 2 - two units of general mathematics or mathematical methods (any).

Admission Requirements International: International students from non-English speaking countries are required to demonstrate a minimum IELTS (Academic) of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0), or equivalent.

Admission Requirements Mature Age: Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

Admission Requirements Other: Students will also have to satisfy the National requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or within the first year of the program. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved.

COURSE STRUCTURE

To attain the Bachelor of Education (Early Childhood/Primary) students will be required to complete:

- 384 credit points (equivalent to 31 units) of Core studies.

Students also undertake practical experience: a minimum of 110 supervised placement days across the course, with a minimum of 45 days in primary schools. **ADDITIONAL NOTES** Effective from July 1, 2016, students in this Victorian Institute of Teaching-accredited program are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration. Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider, and the arrangements in place for provisional registration should the test not be passed prior to obtaining teacher registration. Refer to www.vit.vic.edu.au

Year 1, Semester 1

AEB1171	History and Philosophy of Early Childhood Education	12
AEB1181	Play Development and Learning	12
AEB1306	Mathematical Knowledge for Teaching 1	12
EEC1101	Personal and Professional Learning	12

Year 1, Semester 2

AEB1261	Language and Literacy in Early Childhood	12
AEB1262	Music, Movement and Dramatic Arts	12
AEB1282	Development Studies 1	12
AEB1307	Mathematical Knowledge for Teaching 2	12

Year 2, Semester 1

AEB2160	Mathematics and Numeracy in Early Childhood	12
AEB2164	Health, PE and Motor Development	12

AEB2266	Practice and Partnership (ECE 0-2)	12
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Plus ONE undergraduate elective from across the university

Year 2, Semester 2

AEB2163	Visual and Creative Arts	12
AEB2265	Science Environment and Society	12
AEB2283	Development Studies 2	12
EEC1105	Reconciling Australian Humanities Education	12

Year 3, Semester 1

AEB3167	Language and Literacy in Primary	12
AEB4169	Mathematics and Numeracy in Primary	12
AEB3252	Orientation to Primary Schools	12
AEB3285	Inclusive Practice in Education	12

Year 3, Semester 2

AEB3100	Student Diversity in Early Years Education	12
AEB3172	Management, Advocacy and Leadership	12
AEB3184	Curriculum Theory	12
AEB3268	Practice in Partnership 1 (ECE 3-6 Years)	12

Year 4, Semester 1

AEB3173	Critical Contemporary Issues in Early Childhood	12
AEB3174	Change and Social Justice in Early Childhood	12
AEB4171	Humanities in Primary	12
AEB4268	Practice in Partnership 2 (ECE 0-6 Years)	12

Year 4, Semester 2

AEB4212	Joining the Teaching Profession	12
AEB4251	Understanding the Teaching Profession	12
EEC4106	Practice in Partnership	24

ADDITIONAL INFORMATION

AEB1103	Learning, Teaching and Praxis Inquiry	12
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* This elective provides extra support for students who are identified as needing additional mathematical grounding

AEB2303	International Teaching and Learning Context	12
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^Students enrol in this unit as their elective if they undertake an approved study tour

Bachelor of Youth Work

Course Code: ABYW

Campus: Footscray Park.

About this course: This course aims to provide youth workers with practical management and leadership skills to help young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth Work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs so on that basis the course includes units from recreation management. The course is well placed to train professionals who wish to work with young people to assist them to fulfil their potential. Students will increase their understanding of working with young people in community settings as well as acquire a sound knowledge of the structure and practices of the Youth Work industry. The course seeks to graduate students who have a critical awareness of the benefits of specialists in working with disadvantaged communities, in particular young people.

Course Objectives: By the completion of this course graduates will be able to:

- Critically review their knowledge and practice of youth work practice and its role in empowering young people;
- Analyse, implement and evaluate the nature, role and significance of youth work in its differing social, political and economic contexts;
- Articulate their knowledge and skills in diverse contexts including youth work policy, practice and management;
- Contextualise generic knowledge and skills that enable professional effectiveness in youth work settings;
- Demonstrate broad and in-depth knowledge and skills for working with young people in community settings;
- Clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
- Develop, implement and evaluate a range of leadership functions and skills in a variety of youth and community settings.

Careers: This course provides students with the knowledge and skills to work with young people in a range of community settings. It also has multiple employment exit points into schools, as graduates will be qualified to enter the Master of Teaching (Secondary) or pursue a career in local government.

Course Duration: 3 years

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS or equivalent minimum 6.0 (no band less than 6)

Admission Requirements Mature Age: Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

Admission Requirements VET: Pathways are available from a range of VET courses. Applicants with relevant VET study may be considered

COURSE STRUCTURE

To attain the Bachelor of Youth Work students will be required to complete:

- 288 credit points (equivalent to 24 units) of Core studies

Year 1, Semester 1

AEB1800	Youth Work Practice	12
AEB1803	Youth Work Contexts	12
AEB2806	Principles of Youth Participation	12
EDI1001	Young People with All Abilities	12

Year 1, Semester 2

AEB1801	Youth Work Practice 2	12
AEB1802	Youth Work Programs	12
AEB1804	Young People in a Global Community	12
AEB2800	Working With Diverse Young People	12

Year 2, Semester 1

ECY2001	Young People and Substance Use	12
AEB2802	Ethics and Youth Work Practice	12
AEB3803	Professional Practice 1	12
AEK1204	Aboriginal History and Political Movements	12

Year 2, Semester 2

AEB2803	Holistic Practice With Young People	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY2000	Young People in a Global Community 2	12
EDI3001	Rights, Advocacy and Discrimination	12

Year 3, Semester 1

AEB3801	Youth Policy and Civics	12
AEB3804	Research and Young People	12
ECY3002	Professional Practice 2	24

Year 3, Semester 2

AEB2807	Youth Social Enterprise	12
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AEB3805	Youth Policy, Civics and Culture	12
ECY3001	Working with Young People with Complex Issues	12
AEB3802	Professional Culture and Collaboration	12

Graduate Diploma in TESOL

Course Code:AGTL

Campus:Footscroy Park.

About this course:The Graduate Diploma in TESOL is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is one year of full-time study. The Graduate Diploma in TESOL is endorsed by the Victorian Institute of Teaching for qualified teachers to also become qualified TESOL teachers.

Course Objectives:By the completion of this course graduates will be able to:

- Synthesise and critically review their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Justify and interpret theoretical propositions and related bodies of knowledge to critically evaluate the impact of English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Interrogate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;
- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

Careers:There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary or secondary level if they have teaching qualifications, or with adults
- teachers looking for a change in career direction

- teaching English abroad

Course Duration: 1 year

Admission Requirements: Domestic applicants with a Bachelor Degree preferably in Linguistics/TESOL/Education (or related disciplines).

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) a Bachelor degree or equivalent preferably in Linguistics/TESOL/Education (or related disciplines).

COURSE STRUCTURE

This course has two components, both of which must be successfully completed to meet the graduation requirements:

- 72 credit points of core studies: AEG5123, AEG5124, AEG5125, AEG5126
- 24 credit points of specialist studies: AED5001

All units are subject to availability. In addition:

- AEG5123 is usually offered in semester 1
- AEG5125 and AEG5126 are usually offered in semester 2
- AED5001 is usually offered in semesters 1 and 2
- AEG5124 is offered in semesters 1, 2 and 4
- AEG5123 is a pre-requisite for AEG5124 and AEG5126

Core Units

AEG5123	TESOL Methodology	24
AEG5124	Professional Practice - TESOL	24
AEG5125	Literacy Methodology	12
AEG5126	Techniques in TESOL	12
AED5001	Education Research Design and Methods	24

Master of TESOL

Course Code:AMTL

Campus:This course is available on campuses run by Hanoi University in Vietnam..

About this course:The offshore Master of TESOL course provides students with relevant content and research based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in Vietnam.

Course Objectives: Graduates of this course will be able to:

- Analyse English language learners' needs;
- Design, implement, assess and evaluate English as a second or additional language curricula and pedagogical programs that are locally, nationally and internationally applicable;

- Implement English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Undertake applied research relevant to their professional responsibilities and interests in the area of TESOL;
- Apply the theoretical and practical learning opportunities provided in each unit of study to become accomplished TESOL practitioners;
- Utilise their enhanced teaching skills and understanding of educational processes to work effectively in second language contexts;
- Confidently seek employment opportunities for English as a second or additional language teachers in a wide range of local, national and international contexts;
- Extend their existing professional careers in education by achieving a recognised specialist area qualification;
- Demonstrate understanding of English as a second or additional language teaching profession in local, national and international contexts.

Careers:The Master of TESOL course provides offshore learners with opportunities to be employed in a range of TESOL contexts in a range of TESOL related teaching and managerial roles. High achievers can also access further Higher Educational opportunities.

Course Duration: 1.5 years

Admission Requirements International: Entry From HANU Graduate Diploma of TESOL: A recognised AQF bachelor degree level preferably in ELT/ Linguistics/ TESOL Education (or cognate disciplines) plus successful completion of the Hanoi University Graduate Diploma in TESOL. Entry From Open University and Vietnam National University: A recognised degree preferably in ELT/ Linguistics/ TESOL Education (or cognate disciplines) plus successful completion of another postgraduate level TESOL course deemed by VU to be of equivalent standard to the VU Graduate Diploma in TESOL such as those offered by VNU or the Open University of HCMC. Applicants in this category are selected on a case-by-case basis. Applicants deemed not to have met the VU MTESOL academic entry criteria, may meet the entry requirements through successful prior completion of recommended HANU Graduate Diploma in TESOL units. Current or recent working experience in an education or teaching environment is required. In addition to satisfying the academic entry requirements, applicants must also meet the following VU MTESOL English Language Entry Requirement: • Minimum IELTS test score of 6.5 overall (Academic Module), and with no band less than 6.0, or approved equivalent. • All applicants without an IELTS 6.5 are required to supply evidence of scoring an equivalent grade on equivalent placement tests across the four skills.

Admission Requirements Other:A recognised degree in appropriate disciplines are required (1) successful completion of the Hanoi University Graduate Diploma in TESOL or successful completion of another postgraduate level TESOL course deemed by VU to be of equivalent standard to the VU Graduate Diploma in TESOL (2) to attend an interview with the Course Coordinator or nominee, (3) to submit a current version of their CV with at least a list of 3 referees and (4) to present a 200 word statement outlining why they are interested in undertaking this course, (5) successful completion of the units of the Graduate Diploma in TESOL with a minimum average of Distinction (70%/D) or equivalent, (6) to have current or recent working experience in an education or teaching environment.

COURSE STRUCTURE

To complete the Master of TESOL students will be required to complete 144 credit points following either Option 1 or 2. Option 2 is only available to students who meet the following criteria:

- Achieved an HD (high distinction) for AED5001, which is a pre-requisite for AED6001, and
- Have been invited to enrol in AED6001 (or EED6031 and EED6032, formerly AED6002).

Students enter the program with the following entry prerequisites:

- After receiving 72 credit points advanced standing for completing the Graduate Diploma in TESOL from Hanoi University AND fulfilling Admission Requirements;
- After receiving 72 credit points advanced standing from Ho Chi Minh City Open University, Vietnam National University (or other universities or institutions at the Program Coordinator's discretion) AND fulfilling Admission requirements.

Year 1: Advanced Standing equivalent (72 credit points)

Year 2

Option 1

AED5001	Education Research Design and Methods	24
AED5008	Evaluation	24
AED5009	Innovation	24

Option 2

AED5001	Education Research Design and Methods	24
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Plus

Full-time students enrol in the following unit:

AED6001	Minor Thesis (Full-Time)	48
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Part-time students enrol in the following two units:

EED6031	Minor Thesis A (Part-Time)	24
EED6032	Minor Thesis B (Part-Time)	24

Graduate Certificate in TESOL

Course Code:ATTL

Campus:Footscray Park.

About this course:The Graduate Certificate in TESOL is a professionally-oriented course enabling language teachers to improve their practice by:

- Gaining insights informed by recent theory and pedagogical research
- Reflecting on their past and present practice as teaching practitioners and applying it to future contexts

- Considering how methodological issues impact on their work as language teaching professionals and practitioners.

The Graduate Certificate in TESOL attracts a range of students throughout Melbourne. In particular, it appeals to:

- Busy working qualified ESL teachers seeking a short but impactful and accredited PD program
- Qualified ESL teachers who need to meet changing employment requirements
- CELTA graduates seeking to work locally and internationally in TESOL context.

The Graduate Certificate in TESOL is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is 2 semesters of part-time study. Please note, this course does NOT provide students with registration to teach.

Course Objectives: By the completion of this program graduates will be able to:

- Synthesise and critically review their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Justify and interpret theoretical propositions and related bodies of knowledge to critically evaluate the impact of English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Interrogate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;
- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

Careers: There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary and secondary level if they entered the course with teaching qualifications, or work with adults
- teachers looking for a change in career direction
- teaching English abroad

Course Duration: 0.5 years

Admission Requirements: Domestic applicants with a Bachelor Degree preferably in Linguistics/ TESOL/ Education (or related disciplines).

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) a Bachelor degree or equivalent preferably in Linguistics/ TESOL/ Education (or related disciplines).

Admission Requirements Other: In addition, applicants are required to have a current or recent working experience as a teacher of English as a second/ international/ additional language locally or internationally.

COURSE STRUCTURE

To complete the Graduate Certificate in TESOL students will be required to complete 48 credit points in total consisting of:

- 48 credit points (equivalent to 2 units) of Core studies

Please note:

- AEG5123 is offered in semesters 1, 2
- AEG5124 is offered in semesters 1, 2, 3 and 4
- AEG5123 is a pre-requisite for AEG5124

AEG5123	TESOL Methodology	24
AEG5124	Professional Practice - TESOL	24

Bachelor of Education (P-12)

Course Code: EBED

Campus: Footscray Park.

About this course: The Bachelor of Education (P-12) is a four-year, full-time teacher education course that examines the continuum of education and provides you with sufficient background, skills, and knowledge to teach from Preparatory year (Foundation) through to Year 12. It also provides a community and school-based approach to teacher education, with significant opportunities for students to pursue a range of teaching methods. Throughout the course, you will work in primary and secondary settings to complete at least 80 days of supervised teaching practice. This partnership between schools and the university provides the context through which you will engage in a praxis inquiry model that links practice and theory. In Year 4 of the course, you will participate in an extended placement in either a primary, secondary or Special Education setting. The Bachelor of Education offers majors in 16 specialist areas as listed below:

- Art

- Biology
- Digital Media
- Disability Studies in Education
- English (Literary Studies)
- Environmental Science
- Food Technology
- Health
- Humanities
- Mathematics
- Media Studies
- Music
- Outdoor Education
- Physical Education (Secondary)
- Psychology
- Student Welfare

- Critically review the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs,
- Collaborate with schools to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement and
- Engage with the profession in order to challenge understandings and practices, heighten professional satisfaction, ultimately leading to the enrichment of educational opportunities and contexts for students.

Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in special education settings. In accordance with Department of Education and Training Policy you are required to complete a "Working with Children Check" prior to being placed in a school. Additionally, students selecting to major in Outdoor Education will be required by completion of the Level 1 units in the major to have a current Leaders Wilderness First Aid certificate (or equivalent). An exit qualification may be available for students who do not to complete the full requirements of the four year degree.

Course Objectives: On completion of the course, Bachelor of Education (P-12) students will:

- Exhibit broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context,
- Critically review knowledge of educational issues to improve classroom practice in primary and secondary classrooms and strengthen students' relations with their local community,
- Plan learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics,
- Exhibit a range of learning theories and integrate these into the planning and implementation of programs in order to enhance student learning,
- Critically review and articulate a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community,
- Analyse the importance of fostering students' creative skills and thought processes so as to prepare them to confront and pro-actively solve 21st Century challenges,
- Develop contextual understandings of contemporary life in a global community, and collaborate with students and colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom,
- Articulate and exhibit the ideologies of socially just education through awareness, inclusion, equity and access,

Careers: Graduates from the Bachelor of Education (P-12) are qualified to be accredited by the Victorian Institute of Teaching to teach in primary and secondary school settings. Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in Special Education settings.

Course Duration: 4 years

Admission Requirements: Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 or any other English 25 AND successful completion of Units 1 and 2 - two units of general mathematics or mathematical methods (any).

Admission Requirements International: International students from non-English speaking countries are required to demonstrate a minimum IELTS (Academic) of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0), or equivalent.

Admission Requirements Mature Age: Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which potentially would enable them to successfully engage with the intellectual demands of the course and of teaching, will be considered for admission.

Admission Requirements Other: Entry to the Bachelor of Education (P-12) is guaranteed for International Students on the condition that they meet the IELTS (Academic) assessment, or equivalent, at the time of entry to the course, with an average band score of 7.5, with no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening. Students will also have to satisfy the National requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or within the first year of the program. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved.

COURSE STRUCTURE

To attain the Bachelor of Education (P-12) students will be required to complete 384 credit points (equivalent to 31 units) consisting of:

- 216 credit points (equivalent to 17 units) of Core studies
- 96 credit points (equivalent to 8 units) of Major studies

Plus one of the options below: Option A (This option is recommended for students who choose to undertake a second Secondary teaching method. This option is not available to students majoring in Humanities, Biology or Environmental Science)

- 48 credit points (equivalent to 4 units) of Minor Studies
- 24 credit points (equivalent to 2 units) of applicable Curriculum and Pedagogy units (listed below)

Option B (This option is mandatory for students who choose to major in Humanities, Biology and Environmental Science and teach to Senior Secondary levels)

- 24 credit points (equivalent to 2 units) of Part units (listed below)
- 24 credit points (equivalent to 2 units) of applicable Curriculum and Pedagogy units in Biology, Environmental Science or Humanities (listed below)
- 24 credit points (equivalent to 2 units) of Elective units (listed below)

Option C (This option is mandatory for students who choose to major in Humanities, Biology or Environmental Science and teach Years 7-10 only)

- 24 credit points (equivalent to 2 units) of Part units (listed below)
- 48 credit points (equivalent to 4 units) of Elective units (listed below)

Option D (This option is suitable for students who require more flexible enrolment opportunities)

- 72 credit points (equivalent to 6 units) of any Minors or Elective units (listed below).

Additional Notes

- Effective from July 1, 2016, students in this Victorian Institute of Teaching-accredited program are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration. Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider, and the arrangements in place for provisional registration should the test not be passed prior to obtaining teacher registration. Refer to www.vit.vic.edu.au
- Students also complete a minimum of 80 days Professional Experience comprising well-structured, supervised and assessed teaching practice.

Year 1 Semester 1

EEC1101	Personal and Professional Learning	12
EEC1102	Orientation to Education and Human Development	12
EEC1103	ICT in Education for the 21st Century	12

Select 12 credit points (1) unit from the following:

EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12

Year 1 Semester 2

EEC1106	Teaching Primary Mathematics 1	12
EEC1107	Educating for STEM	12
EEC1108	Literacy Across the Continuum 1	12

Select 12 credit points (1) unit from the following:

EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12

Year 2 Semester 1

EEC2101	Engaging Students: High Expectations for All	12
EEC2102	Teaching Primary Mathematics 2	12

12 credit points (1) Major unit

12 credit points (1) Option A, B, C, D

Year 2 Semester 2

EEC2103	Teaching Primary Science	12
EEC2104	Creativity and the Arts	12

12 credit points (1) Major unit

12 credit points (1) Option A, B, C, D

Year 3 Semester 1

12 credit points (1) Major unit
12 credit points (1) Major Curriculum and Pedagogy unit
24 credit points (1) Option A, B, C, D

Year 3 Semester 2

12 credit points (1) Major unit
12 credit points (1) Major Curriculum and Pedagogy unit
24 credit points (1) Option A, B, C, D

Year 4 Semester 1

EEC4101	Curriculum, Assessment and Reporting	12
EEC4102	Literacy Across the Continuum 2	12

24 credit points (2) Major units

Year 4 Semester 2

EEC4103	Entering the Profession	12
EEC4104	Teaching Primary Mathematics 3	12
EEC4105	On Becoming a Teacher	24

CURRICULUM AND PEDAGOGY UNITS

ECP3007	English Curriculum and Pedagogy 1	12
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ECP3008	English Curriculum and Pedagogy 2	12	ECP3054	Physical Education (Secondary Teaching) Curriculum and Pedagogy 2	12
ECP3011	Health Curriculum and Pedagogy 1	12	Curriculum and Pedagogy units for teaching at Senior Secondary levels:		
ECP3012	Health Curriculum and Pedagogy 2	12	ECP3001	Biology Curriculum and Pedagogy 1	12
ECP3017	Humanities Curriculum and Pedagogy 1	12	ECP3002	Biology Curriculum and Pedagogy 2	12
ECP3018	Humanities Curriculum and Pedagogy 2	12	ECP3009	Environmental Science Curriculum and Pedagogy 1	12
ECP3019	Digital Media Curriculum and Pedagogy 1	12	ECP3010	Environmental Science Curriculum and Pedagogy 2	12
ECP3020	Digital Media Curriculum and Pedagogy 2	12	ECP3013	History Curriculum and Pedagogy 1	12
ECP3023	Mathematics Curriculum and Pedagogy 1	12	ECP3014	History Curriculum and Pedagogy 2	12
ECP3024	Mathematics Curriculum and Pedagogy 2	12	ELECTIVE UNITS		
ECP3025	Media Studies Curriculum and Pedagogy 1	12	EEE1100	English and Literacy	12
ECP3026	Media Studies Curriculum and Pedagogy 2	12	EEE1200	Mathematics and Numeracy	12
ECP3027	Music Curriculum and Pedagogy 1	12	EEE3004	Middle Years of Schooling 1	12
ECP3028	Music Curriculum and Pedagogy 2	12	EEE3005	Middle Years of Schooling 2	12
ECP3029	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1	12	EEE3006	Social Context of Teaching and Learning in Secondary Schools	12
ECP3030	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2	12	EEE3007	Wellbeing in Schools	12
ECP3035	Psychology Curriculum and Pedagogy 1	12	EEE3008	Sustainability in the Primary Curriculum	12
ECP3036	Psychology Curriculum and Pedagogy 2	12	EEE3009	Sustainability in the Secondary Curriculum	12
ECP3037	Science Curriculum and Pedagogy 1	12	EEE3011	Digital Life & Learning	12
ECP3038	Science Curriculum and Pedagogy 2	12	EEE3012	International Teaching and Learning Contexts 1	12
ECP3041	Student Welfare Curriculum and Pedagogy 1	12	EEE3013	International Teaching and Learning Contexts 2	12
ECP3042	Student Welfare Curriculum and Pedagogy 2	12	SED1101	Community Based General Science 1	12
ECP3047	Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 1	12	SED1202	Community Based General Science 2	12
ECP3048	Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 2	12	SPE3000	Anatomical and Physiological Bases of Movement	12
ECP3049	Art Curriculum and Pedagogy 1	12	SPE3001	Physical Activity for Lifelong Participation	12
ECP3050	Art Curriculum and Pedagogy 2	12	**Or any other unit/s from this course.**		
ECP3051	Technology Studies - Food Curriculum and Pedagogy 1	12	PART STUDIES IN HUMANITIES AND SCIENCE		
ECP3052	Technology Studies - Food Curriculum and Pedagogy 2	12	BIOLOGY		
ECP3053	Physical Education (Secondary Teaching) Curriculum and Pedagogy 1	12	RBF2300	Microbiology 1	12
			RBF2330	Cell Biology	12
			CHEMISTRY		

RCS1601	Chemistry 1A	12	EMABIO	Biology (Education)
RCS1602	Chemistry 1B	12	EMAENV	Environmental Science (Education)
CULTURAL STUDIES				
ACW2020	Sex and Gender	12	EMAPES	Physical Education (Secondary) (Education)
ACW2026	Gender in Popular Culture	12	EMADIS	Disability Studies in Education (Education)
ENVIRONMENTAL SCIENCE				
RBF2620	Australian Plants	12	EMAHEA	Health (Education)
RBF2640	Australian Animals	12	EMAOUT	Outdoor Education (Education)
INDIGENOUS STUDIES				
AEK1105	Aboriginal Traditions and Policy	12	Minors	
AEK1204	Aboriginal History and Political Movements	12	ESPIDG	Global Indigenous Challenge
PHYSICS				
NEF1102	Engineering Physics 1	12	ESGPLP	Global Leadership
NEF1202	Engineering Physics 2	12	EMIEPEP	Physical Education (Primary) (Education Minor)
POLITICAL SCIENCE				
ASP2011	Foundations of Political Science	12	EMIBIO	Biology (Education Minor)
ASP2010	Origins of International Politics	12	EMILIT	Literary Studies (Education Minor)
SOCIOLOGY				
ABA1003	Introduction to Sociology	12	EMIWRT	Writing (Education Minor)
ASS2004	Sociology of Social Control	12	EMIENV	Environmental Science (Education Minor)
Majors				
EMAEAR	Art (Education)		EMIFTE	Food Technology (Education Minor)
EMADIG	Digital Media (Education)		EMICUL	Cultural Studies (Education Minor)
EMAENG	English (Literary Studies) (Education)		EMIHEA	Health (Education Minor)
EMAFTE	Food Technology (Education)		EMIIND	Indigenous Studies (Education Minor)
EMAHUM	Humanities (Education)		EMIDIG	Digital Media (Education Minor)
EMAMTH	Mathematics (Education)		EMIMTH	Mathematics (Education Minor)
EMAMDA	Media Studies (Education)		EMIMDA	Media Studies (Education Minor)
EMAMSC	Music (Education)		EMIOUT	Outdoor Education (Education Minor)
EMAPSY	Psychology (Education)		EMIPSY	Psychology (Education Minor)
			EMISUS	Sustainability Studies (Education Minor)
			EMISOC	Sociology (Education Minor)
			EMISWE	Student Welfare (Education Minor)
			EMIEAL	Teaching English as an Additional Language (TEAL) (Education Minor)

Bachelor of Youth Work/Bachelor of Sport Management

Course Code:EBYS

Campus:Footscray Park.

About this course:The aim of the Bachelor of Youth Work/Bachelor of Sport Management course is to produce competent youth workers and sport management professionals who have practical management and leadership skills. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs. The double degree therefore has an important synergy that mirrors community demand for professionals with this range of skills. This course is well placed to train professionals who wish to work with young people using the tools of recreation to assist young people to fulfil their potential. The course provides students with an understanding of working with young people in community and sport recreation settings while also equipping them with a sound knowledge of the structure and practices of the Australian sport and management industry. The course also seeks to graduate students who have a critical awareness of the benefits of recreation while working with disadvantaged communities, in particular young people

Course Objectives:The course learning outcomes relate directly to the course's educational rationale through an explanation of not only what students can expect to secure as they move through the course, but also what they will achieve once they have completed the course. The learning outcomes also provide the basis for the development and design of the course, and guide the type of assessment in the development of course. They thus explain the central theories and ideas with which students will engage. These guiding principles have shaped the following course learning outcomes: Aligned with AQF level 7, upon successful completion of the Bachelor of Youth Work/Bachelor of Sport Management it is expected that graduates will be able to:

- Critically review their understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts;
- Adapt their knowledge and skills of youth work, recreation and sport management practice in diverse contexts including policy, practice and management;
- Practise and apply knowledge and skills in youth work, recreation and sport management contexts in order to empower young people in community settings
- Apply generic and specialist understandings and skills that enable professional effectiveness in youth work, recreation and sport management settings (eg. oral and written communication, self-reliance, teamwork, research);
- Demonstrate specialist knowledge of the functions of youth workers and recreation and sports leaders in a range of management roles that are suitable for application in a variety of service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies);

- Plan and implement youth work, recreation and sport management programs and activities for young people they work with;
- Demonstrate and apply a range of leadership, delivery and facilitation skills for use in youth work and sport management settings
- clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
- Take responsibility and accountability for their own learning and professional practice in collaboration with Youth Work, recreation and sport management industry professionals and practitioners.

Careers:This course provides students with the knowledge, skills and understanding to work with young people in a range of community settings. It also has multiple employment exit points in the areas of youth work, sport management and sport and community development. Students can also gain entry to schools as graduates will be qualified to enter a Master of Teaching course.

Course Duration: 4 years

Admission Requirements:Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International:Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6) or equivalent.

Admission Requirements Mature Age:Applicants with relevant work, education and/or experience in the community, sports, youth work and Outdoor recreation may be considered on the basis of equivalence.

Admission Requirements VET:Pathways are available from a range of VET courses including: Diploma in Youth Work; Diploma in Sport Development; Diploma in Fitness; Diploma in Sport and Recreation and Diploma in Sport Coaching. Applicants with relevant VET study may also be considered.

COURSE STRUCTURE

To be awarded the double degree of Bachelor of Youth Work/Bachelor of Sport Management students must have satisfactorily completed a total of 384 credit points. The course is made up of 31 core units.

Year 1, Semester 1

AEB1800	Youth Work Practice	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12
EDI1001	Young People with All Abilities	12

Year 1, Semester 2

AEB1801	Youth Work Practice 2	12
AEB1804	Young People in a Global Community	12
SSM1201	Marketing for Sport and Active Recreation	12

SSM1205	Introduction to Adventure in Sport and Active Recreation	12
Year 2, Semester 1		
ECY2001	Young People and Substance Use	12
AEB3803	Professional Practice 1	12
AEB2802	Ethics and Youth Work Practice	12
SSM2104	Programming for Sport Development and Community Action	12
Year 2, Semester 2		
SSM2002	Career Development and Employability 1	12
AEB2803	Holistic Practice With Young People	12
SSM2204	Sport Sponsorships and Partnerships	12
SSM2205	Sociology of Sport and Active Recreation	12
Year 3, Semester 1		
SSM3104	Research and Evaluation in Sport	12
AEB3802	Professional Culture and Collaboration	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
Year 3, Semester 2		
AEB2807	Youth Social Enterprise	12
EDI3001	Rights, Advocacy and Discrimination	12
SSM2003	Ethics in Sport Management and Active Recreation	12
SSM3204	Building and Sustaining Sport Participation	12
Year 4, Semester 1		
AEB3801	Youth Policy and Civics	12
ECY2000	Young People in a Global Community 2	12
ECY3001	Working with Young People with Complex Issues	12
SSM3103	Sport Facility Management	12
Year 4, Semester 2		
AEB3805	Youth Policy, Civics and Culture	12
SSM3205	Sport Event Management	12
ECY3002	Professional Practice 2	24

Bachelor of Arts/Master of Teaching (Secondary Education)

Course Code:ECAT

Campus:Footscray Nicholson, Footscray Park, The Master of Teaching (Secondary Education) is only available at Footscray Park..

About this course:The Bachelor of Arts/Master of Teaching (Secondary Education) is a double qualification that allows students to undertake an initial program in the Humanities, Creative Arts, and Social Sciences and to then complete an accredited Masters program in secondary teaching. This combination provides the student with the critical ability to analyse perspectives, claims, experiences and evidence and qualify to teach their undergraduate areas of study in secondary schools. Students will need to choose their undergraduate studies in conjunction with an adviser to ensure that their subject choices are compatible with the teaching subject methods offered within the Master of Teaching (Secondary Education). During the final year of the Bachelor of Arts, students will be required to meet the threshold requirements of the Literacy and Numeracy Test externally administered by ACER. This test is a requirement of teacher accreditation and must be successfully completed prior to starting the Master of Teaching (Secondary Education) component of this course. Students who do not achieve the required threshold in this test will exit the program with their completed undergraduate degree. For further information regarding the test, which is a requirement for all students undertaking a teaching qualification, is available on the ACER website <https://teacheredtest.acer.edu.au/>.

Course Objectives:By completion of this course, graduates will be able to:

- Critically review theory, research and practice in the humanities, social sciences and creative arts;
- Critically reflect on the patterns of social, cultural, historical and political experience of society;
- Initiate, organise, undertake, and communicate research and critical inquiry into the lives of communities of diverse places, experiences, discourses and time;
- Exemplify a high degree of proficiency in active reading of complex texts, including collection and organisation of resource materials including the presentation of oral and written material;
- Work with independence, self- reflection and creativity to meet goals & challenges in professional and academic pursuits;
- Employ advanced interpersonal and collaborative skills, consistent with professional and ethical practice, when working with people of diverse cultural backgrounds:
- Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
- Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
- Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society:
- Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
- Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
- Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;

- Employ advanced skills in research to work with educational stakeholders in educational settings;
- Design, conduct and report educational inquiry / research;
- Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve; and
- Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

Careers: Graduates of the Bachelor of Arts/Master of Teaching (Secondary Education) who have passed the National Literacy and Numeracy Test for Initial Teacher Education are eligible for registration as secondary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 5 years

Admission Requirements Other: Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English.

COURSE STRUCTURE

To attain the Bachelor of Arts students will be required to complete 288 credit points consisting of:

- 96 credit points (8 units) of Core Arts studies
- 96 credit points (8 units) of Major 1

AND

- 96 credit points (8 units) of Major 2

Note: Students intending to select 'Psychology' as their Major undertake APP1012 Psychology 1A, APP1013 Psychology 1B, ABA1000 Academic Discourse and Experience, ABA1002 Knowledge, Inquiry and Research plus any Four (4) units from the Core studies in Year 1. Students must have successfully completed the Bachelor of Arts before they can commence the Master of Teaching (Secondary Education). To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

For further details on course structures, please see: ABAB Bachelor of Arts EMES Master of Teaching (Secondary Education)

Bachelor of Physical Education and Sport Science/Master of Teaching (Secondary Education)

Course Code: ECPT

Campus: Footscray Park.

About this course: The Bachelor of Physical Education and Sport Science/Master of Teaching (Secondary Education) is a double qualification that allows students to undertake an initial program in Physical Education and Sport Science and to then complete an accredited Master's program in secondary teaching. The Bachelor of Physical Education and Sport Science provides knowledge and skills in physical education and sport science through discipline specific studies in sport, exercise science and health. Students complete units in areas including games and sports, skill acquisition, motor development, anatomy, kinesiology, exercise physiology, biomechanics, individual fitness activities, aquatics, and nutrition. The course covers the Victorian Institute of Teaching (VIT) discipline specialist area guidelines in secondary Physical Education and secondary Health, so that graduates will be qualified to teach Health and Physical Education after completion of the combined program. Students can also complete a third discipline which could include methods such as: English, History, Mathematics, Psychology, and Science. Students will need to choose their undergraduate studies in conjunction with an adviser to ensure that their subject choices are compatible with the teaching subject methods offered within the Master of Teaching (Secondary Education). The Master of Teaching (Secondary Education) component of the combined program prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. During the final year of the Bachelor of Physical Education and Sport Science, students will be required to meet the threshold requirements of the Literacy and Numeracy Test externally administered by ACER. This test is a requirement of teacher accreditation and must be successfully completed prior to starting the Master of Teaching (Secondary Education) component of this course. Students who do not achieve the required threshold in this test will exit the program with their completed undergraduate degree. For further information regarding the test, which is a requirement for all students undertaking a teaching qualification, is available on the ACER website <https://teacheredtest.acer.edu.au/>.

Course Objectives: By completion of this course, graduates will be able to:

- Integrate a broad and coherent theoretical and technical knowledge of health and physical education and the exercise and sport science disciplines with advanced specialist knowledge related to physical education and sport science;
- Critically analyse and evaluate theoretical knowledge and technical information, and adapt and apply related research skills to develop innovative programs in professional work in physical education and sport science;
- Critically review and apply information with autonomy, responsibility and judgment in order to both anticipate and creatively solve problems related to professional practice, including developing appropriate activities for participation in physical education and sport in contemporary settings;
- Communicate a coherent and independent exposition of the core knowledge, skills and values of health, physical education and sport science in both oral and written form to a range of audiences;
- Apply evidence-based practice in health and physical education with personal accountability, integrity and social responsibility for outcomes, and do it through dynamic 21st Century work-teams that use resources efficiently, and deliver widespread social utility;

- Exhibit professional judgment, ethical standards and social sensitivity by adapting knowledge and managerial skills to make decisions – be it individually or collaboratively – that provide inclusive, sustainable and culturally relevant outcomes to complex issues;
- Apply personal and interpersonal competencies, work-group skills and leadership abilities to adapt physical education and sport science practices to work effectively in socially and culturally diverse communities and contexts in Australia and other regions around the world;
- Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
- Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
- Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society;
- Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
- Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
- Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
- Employ advanced skills in research to work with educational stakeholders in educational settings;
- Design, conduct and report educational inquiry / research;
- Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve; and
- Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

Careers: Graduates of the Bachelor of Physical Education and Sport Science/Master of Teaching (Secondary Education) who have passed the National Literacy and Numeracy Test for Initial Teacher Education are eligible for registration as secondary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 5 years

Admission Requirements Other: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

COURSE STRUCTURE

To attain the Bachelor of Physical Education and Sport Science students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 Units) of College Core studies
- 144 credit points (equivalent to 12 Units) of Professional Core studies
- 48 credit points (equivalent to 4 units) of Health Minor studies

- 48 credit points (equivalent to 4 units) of Minor studies

Students must have successfully completed the Bachelor of Physical Education and Sport Science before they can commence the Master of Teaching (Secondary Education). To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

For further details on course structure, please see: SBPH Bachelor of Physical Education and Sport Science EMES Master of Teaching (Secondary Education)

Bachelor of Science/Master of Teaching (Secondary Education)

Course Code: ECST

Campus: Footscray Park.

About this course: The Bachelor of Science/Master of Teaching (Secondary Education) is a double qualification that allows students to undertake an initial program in Science and to then complete an accredited Master's program in secondary teaching. This combination provides the student with a science degree incorporating intensive hands-on laboratory and fieldwork experience in the core major studies of biotechnology, chemistry and ecology and environmental management with a postgraduate qualification in secondary teaching in their chosen areas. Students will need to choose their undergraduate studies in conjunction with an adviser to ensure that their subject choices are compatible with the teaching subject methods offered within the Master of Teaching (Secondary Education). The Bachelor of Science provides students with access to modern laboratories with state of the art equipment and also offers opportunities for industry projects to allow students to experience scientific theory in practice. The Master of Teaching (Secondary Education) component of the combined program prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. During the final year of the Bachelor of Science, students will be required to meet the threshold requirements of the Literacy and Numeracy Test externally administered by ACER. This test is a requirement of teacher accreditation and must be successfully completed prior to starting the Master of Teaching (Secondary Education) component of this course. Students who do not achieve the required threshold in this test will exit the program with their completed undergraduate degree. For further information regarding the test, which is a requirement for all students undertaking a teaching qualification, is available on the ACER website <https://teacheredtest.acer.edu.au/>.

Course Objectives: By completion of this course, graduates will be able to:

- Locate, evaluate and apply scientific information efficiently and effectively;

- Identify and solve problems with intellectual independence using scientific principles in a range of situations taking into consideration social, cultural, economic and environmental factors;
- Exhibit high levels of numeracy skills in the analysis and interpretation of quantitative scientific data;
- Communicate effectively in spoken and written forms on a range of scientific and mathematical topics to peers, professional and community groups;
- Apply an evidence-based research approach, formulate and test hypotheses in a chosen scientific discipline;
- Respond with social and cultural awareness within local and global environments;
- Devise and apply scientific methodology, individually and with peers, to undertake laboratory exercises, scientific research and practical investigations, employing ethical principles and practice and industry and research protocols
- Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
- Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
- Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society
- Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
- Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
- Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
- Employ advanced skills in research to work with educational stakeholders in educational settings;
- Design, conduct and report educational inquiry / research;
- Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
- Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

Careers: Graduates of the Bachelor of Science/Master of Teaching (Secondary Education) who have passed the National Literacy and Numeracy Test for Initial Teacher Education are eligible for registration as secondary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 5 years

Admission Requirements Other: Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at

least 25 in English (EAL) or at least 20 in any other English; and a study score of at least 20 in any Mathematics.

COURSE STRUCTURE

To attain the Bachelor of Science, students will be required to complete 288 credit points of study (equivalent to 24 units), consisting of:

- 96 credit points (8 units) of Core first year units
- 96 credit points (8 units) of Major studies

AND either

- 96 credit points (8 units) of second Major studies

OR:

- 96 credit points (8 units) of Minor studies.

Students must have successfully completed the Bachelor of Science before they can commence the Master of Teaching (Secondary Education). To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

For further details on course structure, please see: NBSC Bachelor of Science EMES Master of Teaching (Secondary Education)

Diploma of Education Studies

Course Code: EDES

Campus: Footscray Nicholson, Three units will be offered at Footscray Park..

About this course: The Diploma of Education Studies offers students intensive support in literacy and numeracy. The supportive learning environment will give students a strong foundation for further studies and potentially a career in primary and/or secondary school education. Students successfully completing all course requirements and electing to pathway into the Bachelor of Education (P-12) are given 96 credit points of advanced standing. Entry to the Bachelor of Education (P-12) is guaranteed for International Students on the condition that they meet the IELTS (Academic) assessment, or equivalent, at the time of entry to the course, with an average band score of 7.5, with no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening. Students will also have to satisfy the National requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or within the first year of the program. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved. From the beginning of 2017, students wishing to take advantage

of the pathway from the Diploma into the Bachelor will be selected on the basis of their academic performance across the completed Diploma.

Course Objectives: The aims of the course are to:

- Interpret and appraise a broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context;
- Critically apply knowledge of educational issues to improve classroom practice in primary and secondary classrooms;
- Discuss a range of learning theories and identify how they enhance student learning in primary and secondary classrooms;
- Develop students' capabilities and capacity in literacy and numeracy that enhance communication for academic contexts, including in the use of Information and Communication Technologies;
- Foster creative skills and thought processes so as to prepare to confront and pro-actively solve 21st Century challenges;
- Develop contextual understandings of contemporary life in a global community, and collaborate with colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom;
- Articulate and contrast ideologies of education and review the concepts of inclusion, equity and access for socially just education;
- Investigate the changing nature of society to prepare for the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs.

Careers: Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course pathway transfer process. Graduates from the Diploma of Education Studies will also be eligible to apply for other Bachelor level programs. Graduates from the Diploma could seek work as teacher aides / integration aides because there is no qualifications / employment nexus in this sector of the Victorian education industry.

Course Duration: 1 year

Admission Requirements: Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

Admission Requirements International: International students from non-English speaking countries are required to demonstrate a minimum IELTS of 7 overall (with no score below 6.5 in any of the four skills areas, and a score of no less than 7.5 in speaking and listening), on entry to the program.

Admission Requirements Mature Age: Direct application with personal information and possible interview

Admission Requirements VET: Certificate IV in Liberal Arts or equivalent

Admission Requirements Other: International students from non-English speaking countries are required to demonstrate a minimum IELTS of 7 overall (with no score below 6.5 in any of the four skills areas, and a score of no less than 7.5 in speaking and listening), on entry to the program.

COURSE STRUCTURE

To attain the Diploma of Education Studies students will be required to complete:

- 96 credit points (equivalent to 8 units) of Core studies

Year 1, Semester 1

EDC1000	Academic and Professional Learning	12
EDC1002	Literacy and Numeracy A	12
EEC1103	ICT in Education for the 21st Century	12

Select 12 credit point unit from the following:

EDC1001	Sociological Orientation to Education	12
EDC1004	Investigating STEM Education	12

Year 1, Semester 2

EDC1003	Literacy and Numeracy B	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12

Select alternate 12 credit point unit from the following:

EDC1001	Sociological Orientation to Education	12
EDC1004	Investigating STEM Education	12

Graduate Diploma in Education

Course Code: EGED

Campus: Footscray Park.

About this course: The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change. The Graduate Diploma of Education is not offered as a stand-alone qualification. In order to complete this course, students will need to apply for EMED Master of Education, and take the Graduate Diploma of Education as an exit point.

Course Objectives: By the completion of this program graduates will be able to:

- Formulate a commitment to ethical action, social responsibility and sustainability in an education context.
- Critically review perspectives on the contemporary context of education, vocational training and professional development locally and nationally.
- Apply knowledge about theories to frame and inform practice as a reflective educator.
- Interpret theoretical perspectives, analysis and problem solving, and an awareness of current research into lifelong learning.
- Use technologies for communication, knowledge access, and collaboration in the construction of understanding.

- Initiate educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
- Undertake educational inquiry/research.

Careers: In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

Course Duration: 1 year

Admission Requirements International: To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

Admission Requirements Mature Age: To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

Admission Requirements VET: To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

Admission Requirements Other: All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

COURSE STRUCTURE

To attain the Graduate Diploma of Education will be required to complete 96 credit points (equivalent to 8 units) in total consisting of:

- 24 credit points Foundation Unit EED6001*
- 24 credit points (equivalent to 1) Core unit, selected from Core list below
- 48 credit points (equivalent to 2) from either Core or Elective unit lists below

* EED6001 must be taken in your first semester of study

Foundation Unit

EED6001 Contemporary Issues in Education and Training 24

Plus select 24 credit points (equivalent to 1) unit from the Core unit list below

And 48 credit points (equivalent to 2) units from either the Elective or Core unit lists below

Core unit list

AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5024	Vocational Education and Training: Policy and Practice	24
EED6002	Curriculum & Pedagogy	24
EED6003	Educational Leadership for Social Justice	24
Elective unit list		
AED5002	Theories of Education, Training and Social Change	24
AED5008	Evaluation	24
AED5018	Assessment	24
AED5023	E-Learning	24
AED5027	Organisational Culture and Change in Education and Training	24
AED5028	Internationalisation in Education and Training	24
AED5029	Advanced Quantitative Research Methods	24
AED5030	Positive Education	24
EED6006	Learning Programs: Design and Implementation	24
EED6007	Reforming Pedagogies	24
EED6008	Developing Professional Practice	24
EED6010	Facilitating Learning in Organisations	24
EED6011	Enhancing Skills and Knowledge	24
EED6012	Sustainability Education: from Theory to Practice	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

Master of Education

Course Code: EMED

Campus: Industry, Footscray Park.

About this course: The Master of Education is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is two years full time study, which can be reduced to 1.5 years depending on the student's educational background. Please note, this course does NOT provide students with registration to teach.

Course Objectives:By the completion of this program graduates will be able to:

- Demonstrate an understanding of and commitment to ethical action, social responsibility and sustainability in an educational context.
- Derive an informed and critical perspective on the contemporary context of education, vocational training and professional development, both locally and internationally.
- Use advanced knowledge about theories to frame and inform practice as a critical and reflective educator.
- Integrate strong theoretical perspectives, critical analysis and problem solving, and an awareness of current research.
- Adapt appropriate uses of digital technologies for communication, knowledge access, and collaboration in the construction of an advanced body of understanding in the discipline.
- Stimulate educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
- Design, conduct, and report educational inquiry/research.

Careers:In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals. Increasingly, a Master of Education is being seen as a prerequisite for promotion in the field of Education for qualified school teachers who are becoming aware that graduate teachers will be entering the profession with a 5 year qualification.

Course Duration: 2 years

Admission Requirements International:The admission requirement for the Masters course is a three year degree. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

Admission Requirements Mature Age:To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

Admission Requirements VET:To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

Admission Requirements Other:All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course

COURSE STRUCTURE

To be awarded the Master of Education, students must complete the following:

- Complete 192 credit points

- Complete the Foundation Units EED6001 and AED5001
- Complete one of: AED6001 (for full-time students, or EED6031 and EED6032 if part-time), or EED6004 and one unit chosen from the Core or Elective unit lists
- Complete two units from the Core Unit Options listed below
- Complete two other units that can be selected from either the Core Units or Elective Units listed below

[Note - Cognate students, who have been admitted to the Master of Education on the basis of their previous studies in education, will be granted recognition of prior learning for two units. Cognate Students will be granted AED5011:Approaches to learning (as the core 24 credit point unit) and an unspecified elective (as the elective 24 credit point unit). Additional Notes:

- Full-time students enrol in two units for Semester 1 & two units for Semester 2
- Part-time students enrol in one unit for Semester 1 & one unit for Semester 2
- All units of study are 24 credit points unless otherwise stated
- All units are subject to availability.
- EED6001 must be taken in your first semester of study, and prior to taking AED5001.
- Where this unit option is chosen, EED6004 must be taken in your last semester of study.
- Where this unit option is chosen, AED6001 must be taken in your last semester of study.
- Where these unit options are chosen, EED6031 and EED6032 must be taken in the final two semesters of study.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.

FOUNDATION UNITS - to be taken by all students

EED6001	Contemporary Issues in Education and Training	24
AED5001	Education Research Design and Methods	24

Select ONE option below (A or B):

OPTION A:

EED6004	Capstone Research Investigation	24
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AND, ONE unit (24 credit points) chosen from the Core or Elective unit lists below.

OPTION B:

AED6001	Minor Thesis (Full-Time)	48
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OR,

EED6031	Minor Thesis A (Part-Time)	24
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AND,

EED6032 Minor Thesis B (Part-Time) 24

Select TWO units (48 credit points) from the following Core Units:

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5024 Vocational Education and Training: Policy and Practice 24

EED6002 Curriculum & Pedagogy 24

EED6003 Educational Leadership for Social Justice 24

Select TWO units (48 credit points) from either the following Electives list or above Core lists:

AED5002 Theories of Education, Training and Social Change 24

AED5008 Evaluation 24

AED5018 Assessment 24

AED5023 E-Learning 24

AED5027 Organisational Culture and Change in Education and Training 24

AED5028 Internationalisation in Education and Training 24

AED5029 Advanced Quantitative Research Methods 24

AED5030 Positive Education 24

EED6006 Learning Programs: Design and Implementation 24

EED6007 Reforming Pedagogies 24

EED6008 Developing Professional Practice 24

EED6010 Facilitating Learning in Organisations 24

EED6011 Enhancing Skills and Knowledge 24

EED6012 Sustainability Education: from Theory to Practice 24

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century 24

Master of Teaching (Secondary Education)

Course Code:EMES

Campus:Footscray Park.

About this course:The Master of Teaching (Secondary Education) prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. The Master of Teaching (Secondary Education) can be completed over 24 months or 18 months as a full time enrolled student. It is possible to complete the course in 18 months if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study offerings in Summer and Winter are subject to demand and availability of school placements.

Course Objectives:By completion of this course, graduates will be able to:

- Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
- Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
- Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society
- Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
- Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
- Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
- Employ advanced skills in research to work with educational stakeholders in educational settings;
- Design, conduct and report educational inquiry / research;
- Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
- Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

Careers:Graduates of the Master of Teaching (Secondary Education) who have passed the National Literacy and Numeracy Test for Initial Teacher Education are eligible for registration as secondary teachers. Graduates also pursue careers in a range of educational related industries and organisations.

Course Duration:2 years

Admission Requirements:Applicants must hold an approved Bachelor degree or equivalent, from a recognised tertiary institution. The course completed must include the pre-requisite studies for their chosen teaching methods. Further information on teaching method requirements is available from the Victorian Institute of Teaching website www.vit.vic.edu.au

Admission Requirements International:International students, whose approved 3 or 4 year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0) or equivalent. International applicants must apply directly to Victoria University.

Admission Requirements Other:Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, that is by attaining an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in speaking and listening), Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 109 with no individual score less than 26, with 27 for speaking and 28 for listening. Students will also have to satisfy the national requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the

course or within the first year of the program. Selection will include consideration of GPA. Students should note that they will be subject to a Working With Children Check (police checks) before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

It is possible to complete the course in 18 months if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study offerings in Summer and Winter are subject to demand and availability of school placements. Additional Notes

- Thesis and capstone units can only be taken towards the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (EED6031 and EED6032 (P/T))
- Additionally, students commencing a Victoria University Initial Teacher Education Program after July 1, 2016 are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Students are also required to undertake an approved literacy and numeracy test prior to commencement of their second full-time year of study.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to www.vit.vic.edu.au

Year 1, Semester 1

EED5101	Epistemologies of Practice	12
ETSS001	Critical Literacy for Diverse Communities	12
ETSS002	Teacher as Practitioner and Researcher	12

Plus 12 credit points Discipline Studies units (Part 1, for first teaching specialisation) chosen from the list below

Year 1, Semester 2

EED5102	Curriculum and Multi-modal Learning	12
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AED5001	Education Research Design and Methods	24
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Plus 12 credit points Discipline Studies units (Part 2, for first teaching specialisation) chosen from the list below

Year 2, Semester 1

EED6101	Indigenous Perspectives and Standpoints in Education	12
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Plus 12 credit points Discipline Studies units (Part 1, for second teaching specialisation) chosen from the list below

Plus 24 credit points from the following options:

Option A

EED6004	Capstone Research Investigation	24
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or 24 credit points (1 unit) chosen from the Elective units listed below

Option B

EED6031	Minor Thesis A (Part-Time)	24
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Year 2, Semester 2

EED6102	Entering the Profession and Becoming Critical	12
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Plus 12 credit points Discipline Studies units (Part 2, for second teaching specialisation) chosen from the list below

Plus 24 credit points from the following options:

Option A

EED6004	Capstone Research Investigation	24
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or 24 credit points (1 unit) chosen from the Elective units listed below

Option B

EED6032	Minor Thesis B (Part-Time)	24
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Discipline Studies units (two corresponding units for each discipline)

AEG5201	Teaching Business 1	12
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AEG5202	Teaching Business 2	12
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AEG5203	Teaching Computing 1	12
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AEG5204	Teaching Computing 2	12
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AEG5205	Teaching Creativity and the Arts 1	12
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AEG5206	Teaching Creativity and the Arts 2	12
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AEG5207	Teaching English 1	12
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AEG5208	Teaching English 2	12
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AEG5209	Teaching English as a Second Language 1	12	AED5018	Assessment	24
AEG5210	Teaching English as a Second Language 2	12	AED5023	E-Learning	24
AEG5211	Teaching Humanities 1	12	AED5024	Vocational Education and Training: Policy and Practice	24
AEG5212	Teaching Humanities 2	12	AED5027	Organisational Culture and Change in Education and Training	24
AEG5213	Teaching Languages other than English 1	12	AED5028	Internationalisation in Education and Training	24
AEG5214	Teaching Languages other than English 2	12	AED5030	Positive Education	24
AEG5215	Teaching Mathematics 1	12	EED6001	Contemporary Issues in Education and Training	24
AEG5216	Teaching Mathematics 2	12	EED6002	Curriculum & Pedagogy	24
AEG5217	Teaching Music 1	12	EED6003	Educational Leadership for Social Justice	24
AEG5218	Teaching Music 2	12	EED6006	Learning Programs: Design and Implementation	24
AEG5219	Teaching Outdoor Education 1	12	EED6007	Reforming Pedagogies	24
AEG5220	Teaching Outdoor Education 2	12	EED6008	Developing Professional Practice	24
AEG5221	Teaching Physical Education 1	12	EED6010	Facilitating Learning in Organisations	24
AEG5222	Teaching Physical Education 2	12	EED6011	Enhancing Skills and Knowledge	24
AEG5223	Teaching Psychology 1	12	EED6012	Sustainability Education: from Theory to Practice	24
AEG5224	Teaching Psychology 2	12	EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24
AEG5225	Teaching Science 1	12			
AEG5226	Teaching Science 2	12			
AEG5227	Teaching Student Welfare 1	12			
AEG5228	Teaching Student Welfare 2	12			
AEG5229	Teaching Technology 1	12			
AEG5230	Teaching Technology 2	12			
AEG5235	Teaching Health 1	12			
AEG5236	Teaching Health 2	12			
AEG5237	Teaching Middle Years - 1	12			
AEG5238	Teaching Middle Years - 2	12			
Elective units					
AED5002	Theories of Education, Training and Social Change	24			
AED5008	Evaluation	24			
AED5009	Innovation	24			
AED5011	Approaches to Learning	24			

Master of Teaching (Primary Education)

Course Code:EMPE

Campus:Footscray Park.

About this course:The Master of Teaching (Primary Education) prepares students as generalist primary school teachers who are able to apply for registration with the Victorian Institute of Teaching. The course involves significant learning in the workplace through Project Partnerships.

Course Objectives:By the completion of this program graduates will be able to:

- Implement educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
- Critically analyse the changing nature of society (technological, economic, environmental and cultural) and the implications for primary education;
- Understand/implement effective assessment practices for primary school teaching;
- Implement and justify a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching within primary education in the 21st century; in economically and culturally diverse communities;
- Investigate and present patterns of cultural and political relations in which primary education services are located, with particular reference to primary education in economically and culturally diverse communities;

- Exhibit an understanding of and commitment to ethical action, social responsibility and sustainability, with the commitment to an ongoing process of improvement that is in their own interests, those of young people in primary education and the communities in which they teach.
- Design, formulate, and elucidate educational inquiry/research which can be applied by teachers to inform, evaluate and improve their teaching practice.
- Exhibit knowledge and skills in educational leadership applicable for beginning teachers.
- Critically review or cross-examine curriculum and pedagogical approaches in order to enhance the learning of all students.

- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to www.vit.vic.edu.au

Year 1, Semester 1

EED5101	Epistemologies of Practice	12
ETP5001	Language and Literacy in the Primary Years 1	12
ETP5003	Teaching and Learning Primary Mathematics 1	12
ETP5007	Science in Primary Education	12

Year 1, Semester 2

EED5102	Curriculum and Multi-modal Learning	12
ETP5005	Primary Health and Physical Education	12
ETP5006	Humanities in Primary Education	12
ETP5008	The Arts and Design in Primary Education	12

Year 2, Semester 1

AED5001	Education Research Design and Methods	24
EED6101	Indigenous Perspectives and Standpoints in Education	12
ETP5002	Language and Literacy in the Primary Years 2	12

Year 2, Semester 2

EED6102	Entering the Profession and Becoming Critical	12
ETP5004	Teaching and Learning Primary Mathematics 2	12
ETP6001	Primary Curriculum Specialisation 1	12
ETP6002	Primary Curriculum Specialisation 2	12

Master of TESOL Education

Course Code: EMTL

Campus: Footscray Park.

About this course: The Master of TESOL Education is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is 1.5 years full time study for applicants from relevant (cognate) disciplines. The Master of TESOL Education is endorsed by the Victorian Institute of Teaching.

Course Objectives: By the completion of this course graduates will be able to:

Careers: Graduates of the Master of Teaching (Primary Education) are eligible for registration as teachers with the Victorian Institute of Teaching and will be prepared to teach as generalist primary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

Course Duration: 2 years

Admission Requirements: Applicants must hold an approved Bachelor degree or equivalent, from a recognised tertiary institution.

Admission Requirements International: International students, whose approved 3 or 4-year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0) or equivalent. International applicants must apply directly to Victoria University.

Admission Requirements Other: Additionally, students commencing a Victoria University Initial Teacher Education Program after July 1, 2016 are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Students are also required to meet the threshold standards of an approved literacy and numeracy test prior to commencement of their second full-time year of study. Selection will include consideration of GPA. Students should note that they will be subject to a Working With Children Check (police checks) before practice placements, in accordance with Department of Education and Training policy.

COURSE STRUCTURE

To complete the Master of Teaching (Primary Education) students will be required to complete 192 credit points in total consisting of:

- 192 credit points Core units

Additional Notes

- Students enrolled in Victorian Institute of Teaching-accredited programs are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration.
- Additionally, students commencing a Victoria University Initial Teacher Education Program after July 1, 2016 are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Students are also required to undertake an approved literacy and numeracy test prior to commencement of their second full-time year of study.

- Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
- Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
- Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
- Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
- Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL;
- Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
- Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers;
- Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
- Implement their enhanced teaching skills and critically reflect on and innovate theory and professional practice in second language contexts

Careers: There are many career opportunities available for graduates, including

- work with migrants or Indigenous students at the primary, secondary or adult level
- teachers looking for a change in career direction
- teaching English abroad

Course Duration: 1.5 years

Admission Requirements: Domestic applicants with a Bachelor Degree preferably in Linguistics/ TESOL/ Education (or related disciplines).

Admission Requirements International: Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) a Bachelor degree or equivalent preferably in Linguistics/ TESOL/ Education (or related disciplines).

COURSE STRUCTURE

The Master of TESOL Education is only available to students from similar (cognate) disciplines and students will be required to complete 144 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

Additional Notes

- All units are subject to availability.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that you choose to complete Minor Thesis option, or to complete the unit EED6011 in conjunction with EED6004.

Year 1

Students complete all of the following core units:

AEG5123	TESOL Methodology	24
AEG5124	Professional Practice - TESOL	24
AEG5125	Literacy Methodology	12
AEG5126	Techniques in TESOL	12
AED5001	Education Research Design and Methods	24

Year 2

Choose ONE of the following three options:

Option A

EED6004	Capstone Research Investigation	24
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Plus 24 credit points (1 unit) chosen from Elective units list below

* To be eligible to apply for doctoral studies it is recommended that students undertaking this option complete EED6011

Option B

AED6001	Minor Thesis (Full-Time)	48
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Option C

EED6031	Minor Thesis A (Part-Time)	24
EED6032	Minor Thesis B (Part-Time)	24

Elective units

AED5002	Theories of Education, Training and Social Change	24
AED5008	Evaluation	24
AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5018	Assessment	24
AED5023	E-Learning	24
AED5024	Vocational Education and Training: Policy and Practice	24

AED5027	Organisational Culture and Change in Education and Training	24
AED5028	Internationalisation in Education and Training	24
AED5029	Advanced Quantitative Research Methods	24
AED5030	Positive Education	24
EED6001	Contemporary Issues in Education and Training	24
EED6002	Curriculum & Pedagogy	24
EED6003	Educational Leadership for Social Justice	24
EED6006	Learning Programs: Design and Implementation	24
EED6007	Reforming Pedagogies	24
EED6008	Developing Professional Practice	24
EED6010	Facilitating Learning in Organisations	24
EED6011	Enhancing Skills and Knowledge	24
EED6012	Sustainability Education: from Theory to Practice	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

Graduate Certificate in Education

Course Code:ETED

Campus:Footscray Park.

About this course:The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

Course Objectives:By the completion of this program graduates will be able to:

- Devise a commitment to ethical action, social responsibility and sustainability in education contexts.
- Critique perspectives on the contemporary context of education, vocational training and professional development.
- Critically review knowledge about theories to frame and inform practice as a reflective educator.
- Evaluate theoretical perspectives and current research into a lifelong learning.
- Determine and recommend technologies for communication, knowledge access, and collaboration in the construction of understanding.
- Contribute to educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
- Analyse and evaluate educational inquiry/research

Careers:In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4%

were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

Course Duration:0.5 years

Admission Requirements International:To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

Admission Requirements Mature Age:To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

Admission Requirements VET:To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

Admission Requirements Other:All applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

COURSE STRUCTURE

To complete the Graduate Certificate in Education students will be required to complete 48 credit points in total consisting of:

- Foundation Unit EED6001 *
- 24 credit points (equivalent to 1) Core unit from the list below

* EED6001 must be taken in your first semester of study

Foundation Unit

EED6001	Contemporary Issues in Education and Training	24
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Select one unit (24 credit points) from the following Core Units:

AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5024	Vocational Education and Training: Policy and Practice	24
EED6002	Curriculum & Pedagogy	24
EED6003	Educational Leadership for Social Justice	24

Doctor of Education

Course Code:EZEP

Campus:Footscray Park, This course is able to be delivered in other locations as negotiated..

About this course:The Doctor of Education is a professional doctorate providing experienced professionals with an opportunity to combine high level course work

studies with research into an aspect of professional practice relevant to the workplace. The Doctor of Education provides an opportunity to make a significant contribution to knowledge in the context of professional practice in education and training. Cohort delivery provides for a collegial graduate research experience.

Course Objectives: The professional doctoral degree makes a significant and original contribution to knowledge in the context of professional practice in the field of education and/or training. On completion of the course, graduates will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice in this field. Knowledge at this level of study will be demonstrated through a systemic and critical understanding of a substantial and complex body of knowledge at the frontier of education and/or training. On graduation from this course, graduate researchers will have achieved expert, specialised cognitive, technical and research skills in the field of education and training employed to independently and systematically:

- engage in critical reflection, synthesis and evaluation;
- develop, adapt and implement research methodologies to extend and redefine existing knowledge or professional practice in education and training;
- disseminate and promote new insights to peers and the community; and generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice in education and training.

Knowledge and skills will be applied to demonstrate autonomy, authoritative knowledge, judgement, adaptability and responsibility as an expert and leading practitioner or scholar.

Careers: Graduates from the Doctor of Education have demonstrated career enhancement and advancement, through promotion and career change. For some, the degree is an achievement of a lifelong learning goal, a personal affirmation, for others, an opportunity to enhance their careers, and for others, to enrich and deepen their knowledge and contribution to education and training in their professions.

Course Duration: 3 years

Admission Requirements International: Entry to the Doctor of Education is, made by meeting one of 3 pathways to admission. To qualify for admission to the course, applicants must normally have successfully completed: 1. a Bachelor Degree (AQF level 7 or its equivalent, with an honours thesis of first (H1) or upper second class (H2A)). 2. or a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or 3. an acceptable alternative Masters qualification; and 4. significant professional experience of at least three years. Applicants may be required to attend an interview. International applicants must have an IELTS of a minimum overall score of 6.5, or an equivalent assessment of their language ability.

Admission Requirements Other: To qualify for admission to the course, applicants must normally have successfully completed: 1. a Bachelor Degree (AQF level 7 or its equivalent, with an honours thesis of first (H1) or upper second class (H2A)); or 2. a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or 3. an acceptable alternative Masters qualification; and 4. significant professional experience of at least three years. Applicants may be required to attend an interview. International

applicants must have an IELTS of a minimum overall score of 6.5, or an equivalent assessment of their English language ability.

COURSE STRUCTURE

To attain the Doctor of Education students will be required to complete 288 credit points consisting of:

- 96 credit points (equivalent to 4 units) of Coursework units

Plus one of the following options: Option A

- 192 credit points of Research Thesis units

Or Option B

- 192 credit points of Workplace Project units

All coursework is completed in the first year (P/T equivalent) of the program via a 12-week semester system. In order to progress on to the research phase of the Doctor of Education, graduate researchers will require an average of 70% or Distinction across all of the coursework units. If graduate researchers successfully complete two course work units at 50% or Pass Level, they may exit with a Graduate Certificate in Educational Research in Professional Practice. If graduate researchers successfully complete all four coursework units at 50% or Pass level, they may exit with a Graduate Diploma in Educational Research in Professional Practice. Graduate researchers who successfully complete all four coursework units at 50% or Pass level, may transfer to the Master of Education (Professional Practice) with advanced standing and with successful completion of the Workplace Project (Masters) project may exit with a Master of Education (Professional Practice).

Coursework Units

ECW8002	Critically Reflexive Practice	24
ECW8001	Critical Policy Analysis	24
AER8517	Investigating Professional Practice	24
ECW8003	Research and Ethics in Professional Practice	24

Option A: Research Thesis

Second and Third year (FTE) graduate researchers will complete a doctoral thesis by enrolling in the following unit for four semesters for the full-time option or eight semesters for the part-time option:

AER8507	Research Thesis (Full-Time)	48
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OR

AER8509	Research Thesis (Part-Time)	24
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Option B: Workplace Project

Second and Third year (FTE) graduate researchers will complete a workplace project by enrolling in the following unit for four semesters for the full-time option or eight semesters for the part-time option:

AER8519	Workplace Project (Masters)	48
OR		
AER8531	Workplace Project (Masters) Part-Time	24

Master of Education

Course Code:HRED

Campus:Footscroy Park.

About this course:Masters Degree (Research) in the field of Education The Masters Degree (Research) allows you to develop your knowledge and skills in planning and executing a substantial piece of original research in an area that is of interest to you and to the University, industry and the community, with the assistance of an experienced research supervisory team. This degree requires you to apply an advanced body of knowledge in a range of contexts for research and scholarship and potentially as a pathway to a PhD or Professional Doctorate. It involves supervised study and research, through completion of a major research thesis in an approved thesis format for examination, as well as research training and independent study. Feedback is provided face-to-face and online by the supervisory team, and co-curricular opportunities for receiving feedback are available through activities in which you are strongly encouraged to participate, such as involvement in support and adjunct programs offered by the university or externally; collaborative publication of academic articles with supervisors and peers; presentation at academic conferences including those organised within VU for graduate researchers and staff; and other presentations to a variety of audiences. This course is normally a 2 year (full time) and 4 year (part time) research-based degree.

Course Objectives:The course objectives are to produce graduates who have the following knowledge and skills:

- a body of knowledge that includes the understanding of recent developments in one or more discipline
- advanced knowledge of research principles and methods applicable to the field of work or learning
- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and its application
- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- cognitive and technical skills to design, use and evaluate research and research method
- communication and technical skills to present a coherent and sustained argument and to disseminate research results to specialist and non-specialist audience
- technical and communication skills to design, evaluate, implement, analyse, theorise and disseminate research that makes a contribution to knowledge

This knowledge and these skills will be demonstrated through the planning and execution of a substantial piece of research:

- with creativity and initiative

- with a high level of personal autonomy and accountability, demonstrating expert judgement, adaptability and responsibility as a learner

Careers:PhD or Professional Doctorate, research assistant, research technician.

Course Duration:2 years

Admission Requirements International:In addition to meeting the University requirements (See: Admission Requirements - Other) international applicants who will be studying in Australia must satisfy the English language qualifying requirement for gaining an entry visa to Australia for applicants from their country.

Admission Requirements Other:(a) Academic achievement and preparation to a level that is sufficient to undertake masters level research demonstrated in any one or more of the following: i. Qualified, at minimum, for a bachelors degree at a standard considered by the University to be sufficiently meritorious (normally Distinction average in the final year); or ii. Qualified for any other award judged by the University to be of a relevant and appropriate standard and have: •Produced evidence of professional experience; and •Fulfilled any other conditions relating to prerequisite studies which the University may impose. (b) Demonstrated competency in English sufficient to work at research masters level, through meeting one or more of the following criteria: i. Successful completion of one of the degrees stipulated under a) i) – ii) above with English as the language of instruction and assessment and undertaken in a predominantly English speaking context; or ii. Been taught for two of the past five years at a tertiary institution where English was the primary language of instruction; or iii. Achieved an overall band score of not less than 6.5 in an International English Language Testing Service (IELTS) test with no individual band score below 6.0; or iv. Achieved a score of not less than 92 and no section score less than 22 in the internet-based Teaching of English Foreign Language (TOEFL) test; or v. Documented evidence of English proficiency equivalent to the above.

COURSE STRUCTURE

The standard duration of a Masters Degree (Research) is two years of full-time study or part-time equivalent, although in certain circumstances the degree may be completed in eighteen months. In some cases the student may be required to complete approved coursework units such as laboratory skills or research design as part of the Masters Degree (Research).

AER8000	Research Thesis (Full-Time)	48
AER8001	Research Thesis (Part-Time)	24

SPECIALISATIONS

EMABIO Biology (Education)

Locations:Werribee

The major in biology will introduce you to a wide range of biology topics and allow you to develop a deep understanding of the interrelationships between the various facets of life. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications. These studies will allow you to have a basic understanding of the field of biological science, allowing for future work in teaching or the broader field of science.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Level 2 Units

RBF2300	Microbiology 1	12
RBF2330	Cell Biology	12

Level 3 Units

RMS3010	Bioprocessing Applications	12
RMS3113	Comparative Immunobiology	12

Curriculum and Pedagogy Units

ECP3037	Science Curriculum and Pedagogy 1	12
ECP3038	Science Curriculum and Pedagogy 2	12

EMADIG Digital Media (Education)

Locations:Footscray Park

The major in Digital Media equips you with practical skills and theoretical understanding in all areas of digital media production. You will engage with areas including visual design, web technologies, media production, mobile technologies and social media. Industry professionals teach in many of the digital media units and specialist industry guests are invited to speak on a regular basis. Practical workshops provide small group access to industry standard laboratory facilities and personal attention from workshop tutors.

Level 1 Units

ACM1006	Digital Sound and Video	12
ACM1010	Introduction to Web Technologies	12

Level 2 Units

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2009	International Design	12

Level 3 Units

ASN2002	Visual Effects	12
ACM3012	Mobile Technology Development	12

Curriculum and Pedagogy Units

ECP3019	Digital Media Curriculum and Pedagogy 1	12
ECP3020	Digital Media Curriculum and Pedagogy 2	12

EMADIS Disability Studies in Education (Education)

Locations:Footscray Park

The major in Disability Studies in Education provides you with a professional qualification to teach in special education settings. In undertaking Disability Studies in Education you will gain specialised knowledge and skills that are needed to support the teaching and learning needs of school students living with a disability.

Level 1 Units

EDS1001	Critical Contexts in Disability	12
EDS1002	Arts and Performance - Addressing Disability	12

Level 2 Units

EDS2003	Social Justice and Catering for Diversity	12
EDS2004	Professional Partnerships With Families	12

Level 3 Units

EDI3001	Rights, Advocacy and Discrimination	12
EDS3005	Assessing and Reporting On Students With Diverse Abilities	12

Curriculum and Pedagogy Units

ECP3039	Disability Education Curriculum and Pedagogy 1	12
ECP3040	Disability Education Curriculum and Pedagogy 2	12

EMAEAR Art (Education)

Locations:Footscray Nicholson, St Albans

The Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

Level 1 Units		
ACF2006	Drawing and Painting	12

Select 12 credit points (1) unit from the following:

ACF1003	Life Drawing	12
ACF2001	Introduction to Digital Art	12

Level 2 Units

ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12

Level 3 Units

ACF3002	Installation Art	12
ACF3003	Digital Fine Art Photography	12

Curriculum and Pedagogy Units

ECP3049	Art Curriculum and Pedagogy 1	12
ECP3050	Art Curriculum and Pedagogy 2	12

EMAENG English (Literary Studies) (Education)

Locations: Footscray Park, St Albans

The major in English (Literary Studies) introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12

Level 2 Units

ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

Level 3 Units

ACL3000	Children's Literature	12
ACL3016	Working Class Writing	12

Curriculum and Pedagogy Units

ECP3007	English Curriculum and Pedagogy 1	12
ECP3008	English Curriculum and Pedagogy 2	12

EMAENV Environmental Science (Education)

Locations: Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. As well as its focus on the Sciences this major incorporates ideas from a broad range of disciplines - from geography to economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Level 2 Units

RBF2620	Australian Plants	12
RBF2640	Australian Animals	12

Level 3 Units

RBF3110	Marine & Freshwater Ecology	12
RBF3210	Environmental Rehabilitation	12

Curriculum and Pedagogy Units

ECP3037	Science Curriculum and Pedagogy 1	12
ECP3038	Science Curriculum and Pedagogy 2	12

EMAFTE Food Technology (Education)

Locations: Footscray Nicholson

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food technology is an area of study that will prepare you to respond to a range of real-life challenges such as the above. Through the development of life skills, you will build capacity for critical and creative decision-making and problem-solving related to fundamental needs and practical concerns of individuals, families and communities, both locally and globally. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

Level 1 Units		
AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12
Level 2 Units		
AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12
Level 3 Units		
ACW3022	Rethinking the Family	12
EFT3001	Design and Technology Education	12
Curriculum and Pedagogy Units		
ECP3051	Technology Studies - Food Curriculum and Pedagogy 1	12
ECP3052	Technology Studies - Food Curriculum and Pedagogy 2	12

EMAHEA Health (Education)

Locations:Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The major in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

Level 1 Units		
SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12
Level 2 Units		
SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12
Level 3 Units		
SHE3001	Social Bases of Health: Global Perspectives	12
SHE3002	Health Policy and Promotion	12
Curriculum and Pedagogy Units		
ECP3011	Health Curriculum and Pedagogy 1	12
ECP3012	Health Curriculum and Pedagogy 2	12

EMAHUM Humanities (Education)

Locations:Footscray Park, St Albans

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The major in Humanities offers opportunities to sample this diverse human experience. We offer studies in the modern history of Australia, Asia, Europe, the Middle East, Russia, the United States of America, and sport. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

Level 1 Units

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12

Level 2 and 3 Units

AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3003	Making the Modern Middle East	12
AAH3002	Irish History	12

Curriculum and Pedagogy Units

ECP3017	Humanities Curriculum and Pedagogy 1	12
ECP3018	Humanities Curriculum and Pedagogy 2	12

Please note: To attain registration as a Humanities teacher with the VIT you must also complete a Minor (48cp) or a Part (24cp) in the following specialist areas: Gender Studies (Cultural Studies), Sustainability Studies (Environmental Studies), Indigenous Studies or Sociology.

EMAMDA Media Studies (Education)

Locations:Footscray Park, St Albans

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A major in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including cinema studies, digital radio and television production.

Level 1 Units

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12

Level 2 Units

ACC2010	Television Production	12
ACC2011	Radio Production	12
Level 3 Units		
ACC3004	Social Media	12
ACC3061	World Cinemas	12
Curriculum and Pedagogy Units		
ECP3025	Media Studies Curriculum and Pedagogy 1	12
ECP3026	Media Studies Curriculum and Pedagogy 2	12

EMAMSC Music (Education)

Locations: Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance. Developing competencies to meet the needs of a diverse range of learners, through theoretical study in combination with practical classroom experience, this study area prepare you to become creative and inspiring teachers for the next generation of young musicians.

Level 1 Units

ACO1008	Music Techniques 1	12
ACO2015	Technology of Music and Audio	12

Level 2 Units

ACO2005	Music Techniques 2	12
ACO2014	Popular Music History	12

Level 3 Units

ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12

Curriculum and Pedagogy Units

ECP3027	Music Curriculum and Pedagogy 1	12
ECP3028	Music Curriculum and Pedagogy 2	12

EMAMTH Mathematics (Education)

Locations: Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. From film making, weather forecasting, to analysis of sports scores, to banking and finance, all aspects of science, through computing – including gaming, media and communications, mathematics provides the underpinning that makes it all possible. Mathematics is also an intellectual journey that is second to none. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different

topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

Level 1 Units

RCM1614	Applied Statistics 2	12
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RCM1712	Mathematical Foundations 2	12
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Level 2 Units

RCM2713	Modelling for Decision Making	12
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RCM2911	Linear Optimisation Modelling	12
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Level 3 Units

RCM3615	Multivariate Statistics	12
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RCM3711	Computational Methods	12
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Curriculum and Pedagogy Units

ECP3023	Mathematics Curriculum and Pedagogy 1	12
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ECP3024	Mathematics Curriculum and Pedagogy 2	12
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EMAOUT Outdoor Education (Education)

Locations: Footscray Park

The most fun you can have! If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education major is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education major provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

Level 1 Units

SSM2102	Foundations of Outdoor Education and Adventure Sports	12
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SSM2201	Bushwalking Leadership	12
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Level 2 Units

SSM3101	Environmental Inquiry, Sustainability and Communities	12
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SSM2202	Safety in the Outdoors	12
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Level 3 Units

SSM3202	Leadership in the Outdoors	12
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SSM3002	Outdoor and Environmental Philosophy	12
Curriculum and Pedagogy Units		
ECP3029	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1	12
ECP3030	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2	12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

EMAPES Physical Education (Secondary) (Education)

Physical education (Secondary) provides you with knowledge and skills in developing movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. The major offers you a challenging, enjoyable and physically active area of study. Movement and physical activity concepts are informed by a range of movement sciences including: the biophysical (anatomy, physiology, exercise physiology, biomechanics, skill acquisition, growth and motor development) and the psycho-social (history, sociology, psychology). You will also develop knowledge and skills to support participation and performance in a range of movement and physical activity contexts, including fundamental movement skills, games and sports, aquatics, rhythmic and expressive movement, athletics, and fitness.

Level 1 units

SPE1 100	Principles of Movement Development	12
SPE1 200	Applied Movement Science	12

Level 2 units

SPE2 100	Biophysical Perspectives On Movement	12
SPE2 200	Games and Sports	12

Level 3 units

SPE3 100	Psychosocial Aspects of Health and Physical Activity	12
SPE3 200	Elements and Practice of Movement	12

Curriculum and Pedagogy Units

ECP3053	Physical Education (Secondary Teaching) Curriculum and Pedagogy 1	12
ECP3054	Physical Education (Secondary Teaching) Curriculum and Pedagogy 2	12

EMAPSY Psychology (Education)

Locations: Footscray Park, St Albans

The psychology major equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and

understanding of relationships and communication are also developed through study of this major.

Level 1 Units

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Level 2 Units

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

Level 3 Units

APP3019	Psychobiology	12
APP3021	Psychology of Adjustment	12

Curriculum and Pedagogy Units

ECP3035	Psychology Curriculum and Pedagogy 1	12
ECP3036	Psychology Curriculum and Pedagogy 2	12

EMASWE Student Welfare (Education)

Locations: Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. Students will be engaged in discussing issues, strategies and options for working with young people. The focus is on improving your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. The youth work units can be undertaken in a student welfare sequence or as stand-alone electives. These units are offered in summer and winter semesters to be more flexible for students to complete.

Level 1 Units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12

Level 2 Units

AEB2800	Working With Diverse Young People	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12

Level 3 Units

AEB3802	Professional Culture and Collaboration	12
ECY3001	Working with Young People with Complex Issues	12

Curriculum and Pedagogy Units

ECP3041	Student Welfare Curriculum and Pedagogy 1	12
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ECP3042 Student Welfare Curriculum and Pedagogy 2 12

EMIBIO Biology (Education Minor)

Locations:Werribee

The minor in biology will introduce you to a range of biology topics and allow you to develop an understanding of the interrelationships between the various facets of life. A strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected, will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications.

Level 1 Units

RBF1310 Biology 1 12

RBF1320 Biology 2 12

Level 2 Units

RBF2300 Microbiology 1 12

RBF2330 Cell Biology 12

EMICUL Cultural Studies (Education Minor)

Locations:Footscray Park

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies has developed over the last three decades into a complex and influential academic specialisation. The ideas of Gender Studies, and in particular the theories and practices of feminism, have significantly shifted the ways of knowing across many fields of academic inquiry. The Cultural Studies minor provides you with a critical education in major theories and applications about the place of gender.

Level 1 Units

ACW2020 Sex and Gender 12

ACW2026 Gender in Popular Culture 12

Level 2 Units

ACW2024 Gender in Public Life 12

ACW3033 Gender Across Cultures 12

EMIDIG Digital Media (Education Minor)

Locations:Footscray Park

The minor in Digital Media equips you with practical skills and theoretical understanding in all areas of digital media production. You will engage with areas including visual design, web technologies and media production. Industry professionals teach in many of the digital media units and specialist industry guests are invited to speak on a regular basis. Practical workshops provide small group access to industry standard laboratory facilities and personal attention from workshop tutors.

Level 1 Units

ACM1010 Introduction to Web Technologies 12

ACM2014 Visual and Interactive Design for Digital Media 12

Level 2 Units

ACM2009 International Design 12

ACM3012 Mobile Technology Development 12

EMIEAL Teaching English as an Additional Language (TEAL) (Education Minor)

Locations:Footscray Park

Teaching English as an Additional Language (TEAL) is a dynamic, global profession. With English being the international language of business, education, research and cross-cultural communication, qualified TEAL professionals are in great demand worldwide. You will gain important teaching skills and can be qualified to teach international students, migrant and refugees in Australia, and in many contexts overseas. You can travel, teach, learn new culture and expand your horizon. The program provides grounding in TEAL theory and practice through discussions, projects and presentations in linguistic, educational and socio-cultural aspects of language learning, and in the methodology of teaching and learning English in second and foreign language settings. The ESL classroom is usually seen as a dynamic, empowering and creating environment where a teacher acts as a guide, a facilitator and a resource to maximise each individual's participation and contribution.

Level 1 Units

EDT1001 The Second Language Curriculum and Assessment 12

EDT1002 Grammar and Linguistics for Language Teachers 12

Level 2 Units

EDT2001 Second Language Literacies 12

EDT2002 Teaching English as An Additional Language in Bilingual and Multicultural Settings 12

EMIEENV Environmental Science (Education Minor)

Locations:Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. A minor in Environmental Science incorporates ideas from a broad range of disciplines - from the natural sciences, to geography, economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

Level 1 Units

RBF1310 Biology 1 12

RBF1320	Biology 2	12
Level 2 Units		
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12

EMFTE Food Technology (Education Minor)

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

Level 1 Units

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12

Level 2 Units

AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12

EMIHEA Health (Education Minor)

Locations: Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The minor in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

Level 1 Units

SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12

Level 2 Units

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12

EMIND Indigenous Studies (Education Minor)

Locations: St Albans

The Indigenous Studies minor is intended to deepen your understanding of Indigenous Australian cultures and histories, ensuring that Indigenous knowledge, perspectives and experiences are respected, valued, accessed and incorporated into future learning environments. In this multidisciplinary area of study, you will examine

the theory related to the historical, cultural and political relationship between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. Theoretical and practical studies will also focus on exploring the various modern day challenges faced by Indigenous Australians.

Level 1 Units

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12

Level 2 Units

AEK2104	Leadership in Aboriginal Communities	12
AEK3203	Working Ethically in Aboriginal Community	12

EMLIT Literary Studies (Education Minor)

Locations: Footscray Park, St Albans

The minor in Literary Studies introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps you to develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the minor, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

Level 1 Units

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12

Level 2 Units

ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

EMMDA Media Studies (Education Minor)

Locations: Footscray Park, St Albans

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A minor in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including digital radio and television production.

Level 1 Units

ACC2002	Media, Culture and Society	12
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ACC2004	Culture and Communication	12
Level 2 Units		
ACC2010	Television Production	12
ACC2011	Radio Production	12

EMIMTH Mathematics (Education Minor)

Locations: Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

Level 1 Units

RCM1614	Applied Statistics 2	12
RCM1712	Mathematical Foundations 2	12

Level 2 Units

RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12

EMIOU Outdoor Education (Education Minor)

Locations: Footscray Park

The most fun you can have while learning at Victoria University. If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education minor is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education minor provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

Level 1 Units

SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12

Level 2 Units

SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM2202	Safety in the Outdoors	12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

EMPEP Physical Education (Primary) (Education Minor)

Locations: Footscray Park

Physical Education (Primary) provides you with knowledge and skills to enable participation and performance in movement and physical activities appropriate for children. You will undertake studies in Human Movement, including growth and movement development and skill acquisition and in skill activity areas including minor and major games, ball handling, fundamental motor skills, and rhythmic and expressive movement. You will develop skills to support movement competence and confidence such as fundamental movement skills, movement strategies, creatively sequencing different movements, and performing more complicated movement patterns as a foundation for lifelong physical activity participation and performance. Movement is central to physical education and you will engage in practical movement activities to support your learning.

Level 1 Units

SPE1000	Movement Skill Acquisition	12
SPE1001	Growth and Motor Development	12

Level 2 Units

SPE2000	Rhythmic and Expressive Movement	12
SPE2001	Major and Minor Games	12

Please note: this minor does not meet the VIT criteria for a Physical Education (Primary) major.

EMIPSY Psychology (Education Minor)

Locations: Footscray Park, St Albans

The psychology minor equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this minor.

Level 1 Units

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

Level 2 Units

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

EMISOC Sociology (Education Minor)

Locations: Footscray Park

The Sociology minor begins with an overview of sociology — an introduction to how we go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements. It provides you with the opportunity to focus on specific aspects of social life, both local and international — education, work and unemployment, family, health, sex, gender and sexuality, ethnicity and racism, equality, opportunity, inequality, crime, law and social justice.

Level 1 Units

ABA1003	Introduction to Sociology	12
ASS2004	Sociology of Social Control	12

Level 2 Units

ASS2009	Making Modern Identities	12
ASS2051	Child and Society	12

EMISUS Sustainability Studies (Education Minor)

Locations: Footscray Park

The Earth is our most precious resources and the preservation of the natural world for future generations is of utmost importance. A widespread and meaningful behavioural change in our society is required to ensure that our forests, oceans and wildlife continue to thrive. This behavioural change must begin with education, so a minor in the area of Sustainability has therefore never been more relevant. Sustainability is a global issue that pertains to making responsible decisions to reduce our negative impact on the environment. Studies will include an introduction to the major environmental sustainability issues currently being faced, as well as a close look at the barriers to sustainability that are present in modern Australia and the wider world. You will be equipped with the knowledge and skills to be responsible global citizens, with great potential to influence the future of our planet.

Level 1 Units

RBF1150	Global Environmental Issues	12
AEK2203	Indigenous Perspectives On Sustainability	12

Level 2 Units

EEE3008	Sustainability in the Primary Curriculum	12
EEE3009	Sustainability in the Secondary Curriculum	12

EMISWE Student Welfare (Education Minor)

Locations: Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. We talk about the issues, strategies and options. This unit will improve your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. You can undertake the youth work units in a student welfare sequence or as stand-alone electives.

Level 1 Units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12

Level 2 Units

AEB2800	Working With Diverse Young People	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12

EMISWF Student Welfare

Locations: Footscray Park

Student Welfare is a dynamic sequence of units that provides you with an understanding of young people and children as they transition into adolescence. We talk about issues, strategies and options.

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12
AEB2800	Working With Diverse Young People	12
ECY3001	Working with Young People with Complex Issues	12

EMWRT Writing (Education Minor)

Locations: Footscray Park, St Albans

The Writing minor is designed for students who enjoy writing and who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative and professional writing. Lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, scriptwriting, journalism and editing. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

Level 1 Units

ACP1004	Editing and Publishing	12
ACP1055	Story: Transforming the Blank Page	12

Level 2 Units

ACP2082	Script and Screen	12
ACP2087	News and Social Media	12

ESPENG Education - English

Locations: Footscray Park, St Albans

Specialisation completion rules: Students can study either Literature Studies, Writing or a combination of both. Students undertaking a Literary Studies/Literature specialisation must complete a total of: Two core and four elective units (72 credit points) for a major in Literature/Literary Studies OR Two core and two elective units (48 credit points) for a sub-major in Literary Studies/Literature. Students undertaking a Writing specialisation must complete a total of: Two core and two elective Writing units AND two additional units (72 credit points) selected from the list of common units # (ACP2067, ACP2080, ACL2050 and ACL3014), for a major in Writing. Students undertaking a double major must complete a total of: Two core Literary Studies/Literature units, two core Writing units and the four common electives of Literary Studies/Literature and Writing (ACP2067, ACP2080, ACL2050 and ACL3014) (96 credit points) for a double major in Literary Studies/Literature and Writing.

LITERARY STUDIES / LITERATURE

Year 1

Core units:

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
Year 2/3		
Elective units:		
ACL2007	Romance and Realism	12
ACL3000	Children's Literature	12
ACL3007	Re-Presenting Empire: Literature and Postcolonialism	12
ACL3009	Australian Literature	12
ACL3016	Working Class Writing	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2086	Impossible Worlds: Fiction and Genre	12
AEK3103	Aboriginal Literacies	12
WRITING		
Year 1		
Core units:		
ACP1003	Copy: Targeting Audiences	12
ACP1055	Story: Transforming the Blank Page	12
Year 2/3		
Elective units:		
ACC2011	Radio Production	12
ACL3000	Children's Literature	12
ACL3014	Writing Selves	12
ACP1004	Editing and Publishing	12
ACP1005	Memoir: Secrets and Lies	12
ACP2002	Professional Writing for Sport	12
ACP2005	Writing the Documentary	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12
ACY2008	Writing for Public Relations and Advertising	12

ESPGLP Global Leadership

Locations: Footscray Park, St Albans

The unit set explores leadership at local, national and global levels. The minor is an opportunity for students to understand and experience how elements of knowledge, change and citizenship intersect, as people, nations and international organisations grapple with the implications of finite resources, distinct identities and conflicting ideologies. Students undertaking the Global Leadership elective unit set have the opportunity to explore issues and challenges, deeply and as active learners. The minor maps and leads student interdisciplinary learning over four units by purposefully and explicitly linking topics and issues across discipline areas. The first three units, which include opportunities for work integrated learning, will cover leadership principles, leadership in global contexts, discipline-aligned leadership approaches, and interdisciplinary leadership in the context of global challenges. Having developed significant student capabilities, the unit set will culminate in a capstone unit where students integrate the knowledge, skills and understanding that they have developed, and apply these in an authentic 'live' context at an international forum-style event.

EDC2001	Global Leadership 1: the Challenge of 21C Interdependence	12
ADC2002	Global Leadership 2: International Security Contexts and Challenges	12
EDC3001	Global Leadership 3: Organisational Responses to Global Challenges	12
EDC3002	Global Leadership 4 Capstone: Leading Global Change	12

ESPIDG Global Indigenous Challenge

Locations: Footscray Park

The Global Indigenous Challenge minor will be available for students enrolled in VU undergraduate programs and it will use current units in de-colonial and postmodern theories to consider a range of complex topics concerning personal and national identity in a changing global world. In this minor, students will explore, analyse and deconstruct disciplinary and lived perspectives as well as the subsequent impacts and outcomes for individuals and communities in the 21st Century. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, and colonial and systems of power. With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's celebration of an Asian century, how might Indigeneity assert itself legally, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised context? How might key issues underpinned by land and country, mining, economic development, urban and regional planning, cultural heritage, human rights be considered and applied in a global economy and changing world?

AEK1105	Aboriginal Traditions and Policy	12
AEK2202	Global Indigenous Issues	12
AEK3000	Indigeneity in a Changing Global World	12
AEK3202	Global Indigenous Leadership	12

ESPMED Education - Media Studies

Locations: Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Media specialisation must complete a total of: Two core and two elective units (48 credit points) for a sub-major in Media Studies.

Core Units:

Year 1

ACC2002	Media, Culture and Society	12
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ACC2004	Culture and Communication	12
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Elective units:

ACC2010	Television Production	12
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ACC2011	Radio Production	12
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ACC2012	Media Storytelling	12
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ACC2013	New Media	12
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ACC2014	International Communication Industries	12
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ACC3004	Social Media	12
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ACC3056	Advanced Media Production	12
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ACC3061	World Cinemas	12
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ACP2005	Writing the Documentary	12
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ACP2082	Script and Screen	12
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ACP2087	News and Social Media	12
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UNITS

AEB1100 Literacy and Language

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will require students to develop their own literacy and understanding of language. Topics will include: oral language - formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand the functions of formal and informal written and spoken language and their underlying systems;
2. Demonstrate an understanding of the relationship between language, culture and personal identification;
3. Investigate concepts of change, including critical literacy, technology and language, and social action;
4. Practically apply literacy principles.

Class Contact: Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.

Required Reading: Anstey, M & Bull, G 1996, *The literacy labyrinth* Prentice Hall, Sydney. Bull, G & Anstey, M 1996, *The literacy lexicon*, Prentice Hall, Sydney.

Assessment: Essay, To be advised, 70%. Exercise, Class papers, 30%.

AEB1103 Learning, Teaching and Praxis Inquiry

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to undertake inquiries into learning and teaching in schools. Throughout the unit, pre-service teachers present examples of their personal literacy and numeracy competence. They question, investigate, reflect and theorise on their own and others learning experiences. Pre-service teachers also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning has on their own practice as future teachers; shape the development of increasingly sophisticated habits of reflective practice; and encourage the construction of pedagogical understandings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Focus on the personal experiences of learning and learning in classrooms;
2. Use a range of pedagogies which are employed to support learning and develop an understanding of educational contexts;
3. Connect Project Partnership experiences with a range of theories of learning;
4. Evaluate personal literacy and numeracy;
5. Demonstrate the competence needed for entry to the teaching profession;
6. Apply self-reflective and investigative skills.

Class Contact: Thirty-six hours per semester comprising lectures and tutorials.

Required Reading: Any mathematics education text prescribed for a previous unit. Victoria University (2012) *Mathematics Education in the Primary School* Frenchs Forest NSW: Pearson Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S., Bennett, S. (2012) *Helping Children Learn Mathematics* Milton Queensland: Wiley Or any other text book previously specified for mathematics education classes at Victoria University

Assessment: Portfolio, Professional exposition - learners and learning: compilation and

presentation of an electronic portfolio, 80%. Journal, Personal learning log: inquiry into own capacities; profile of knowledge & abilities; demonstrating literacy & numeracy readiness in primary school, 20%.

AEB1171 History and Philosophy of Early Childhood Education

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit focuses on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context, both internationally and locally; cross-cultural perspectives on early childhood education and care; philosophies, theories and theorists throughout the ages; changing views of children; contexts for childhood and children's learning; social and political changes in the 19th and 20th centuries and their impact on early education including the importance of philosophy in early childhood education and care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge and understanding of both the historical and philosophical underpinnings of early childhood education;
2. Identify how history and philosophy have impacted on current, contemporary early childhood education;
3. Identify the different beliefs and attitudes towards, and about children, throughout the ages;
4. Demonstrate knowledge of a wide variety of philosophical approaches and theories to children's learning and pedagogy on present day early childhood programs;
5. Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: All students are required to purchase required readings. All of the books have been placed on reserve at the library. Canestrari & Marlowe (Eds) (2009) *2nd Educational Foundations: An anthology of critical readings* SAGE Parnell & Iorio (Eds) (2016) *1st Disrupting Early Childhood Research: Imagining new Possibilities* Routledge

Assessment: Exercise, Art response and discussion to questions raised in response to readings (equivalent to 1500 words), 50%. Journal, Weekly Blog that responds to readings developing questions that relate to historical, theoretical and practical (equivalent to 1500 words), 50%. The art response and discussion are a weekly classroom exercise that will focus on the pre-service teachers' developing knowledge with respect to the philosophical, theoretical and historical influences on current early childhood programs and practices. The weekly blog is a response to readings and discussions.

AEB1181 Play Development and Learning

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under six years of age. The unit presents the theoretical and practical basis for working with children. It considers the stages and types of play through the ages and exposes pre-service teachers to the different approaches to children's learning and development. Drawing on relevant theories about young children's play, pre-service teachers learn how to plan for and implement stimulating, culturally inclusive, sustainable and dynamic indoor and outdoor play experiences. Working with peers, pre-service teachers engage with families and community members to support children's play, development and

learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate understanding of the fundamental role of play in children's learning and development through observation and planning skills to implement play-based educational experiences for children;
2. Reflect on and improve personal teaching practice;
3. Effectively work with peers, families and community members to support children's play, development and learning;
4. Identify and analyse the major theories about children's play to recognise the stages and types of play and plan and implement culturally inclusive play experiences for children; and
5. Develop age-appropriate learning experiences for children.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: All students are required to obtain the required text. Copies have been placed on reserve at the library. MacNaughton, G. & Williams, G. (2009) 3rd Techniques for teaching young children: Choices for theory and practice Pearson Longman Harlow.

Assessment: Journal, Electronic scrapbook (equivalent to 1200 words), 40%. Essay, Play Event (equivalent to 1800 words), 60%. Total effective word limit is 3000 words for the graded assessments. The electronic scrapbook will focus on the pre-service teachers' developing knowledge of children's play, making connections to theory and practice. The play event documents the implementation and analysis of a play experience during the First Year placement. Pre-service teachers' will articulate their emerging values and beliefs about play and teaching.

AEB1261 Language and Literacy in Early Childhood

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit provides an opportunity for pre-service teachers to build knowledge and understanding of learners and learning through an investigation into the ways in which children acquire language and literacy and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, pre-service teachers are encouraged to consider local practices in the context of national and international research and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Determine and examine the receptive and expressive language development of children;
2. Apply the knowledge of the ways in which young children become literate within early childhood settings, in community playgroups, and in primary school classrooms;
3. Identify aspects of early literacies and issues relating to teaching/learning of these with a diverse range of young learners, including assessment and evaluation strategies and ongoing communication with families; and
4. Evaluate the significance of teachers' verbal and non-verbal communication strategies to support children's engagement in literacy learning.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Fellowes J & Oakley G, 2014 2nd Edn Language, Literacy and Early Childhood Education Oxford University Press Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Workshop, Class tasks (600 words equivalent), 20%. Essay, Pre-service teachers will research and provide examples of practice on how children become literate (900 words equivalent), 30%. Workshop, Record a language sample of a child, examine, evaluate and reflect on their role as teachers in the communication process (1500 words equivalent), 50%. Total effective word limit 3000 words.

AEB1262 Music, Movement and Dramatic Arts

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit focuses on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-8 years; creative expression with singing, instruments, and dance; using singing to promote language development and movement and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers explore their own drama and music history and consider how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers' performance skills and self-consciousness are considered. Pre-service teachers also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain the skills and teaching experiences necessary in a range of developmentally appropriate early childhood expressive arts approaches;
2. Integrate the practical aspects of the performing arts to children's learning and demonstrate skills in the areas of early childhood music, dance and drama;
3. Experiment with singing to promote children's language development and movement and build awareness of space and position;
4. Discuss knowledge of philosophical and pedagogical issues in the dramatic arts and early childhood education and the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development; and
5. Interpret how the influences on their attitudes towards music, movement, dance and drama may have been fostered.

Class Contact: Workshop 2.5 hrs

Required Reading: Griffiths, F 2010, Supporting Children's Creativity through Music, Dance, Drama and Art: Creative conversations in the Early Years, NY/Routledge This text will be available as an E-Book (available through VU library database) Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Creative Works, Image and music summary & handmade instrument demonstration (equivalent to 600 words), 20%. Workshop, Dance & movement experience (equivalent to 1200 words), 50%. Portfolio, Anthology of music, movement, drama and storytelling (equivalent to 1200 words), 30%. Total effective word limit 3000 words for the graded assessment.

AEB1282 Development Studies 1

Locations: Footscray Park, St Albans.

Prerequisites: AEB1181 - Play Development and Learning

Description: During this unit of study pre-service teachers are introduced to the ways to support and respond to children. Pre-service teachers will recognize children's learning and development pathways are integrated, complex, cumulative and subject to change over time.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate their knowledge and understanding that children's learning and development includes cultural, behavioural, physical, intellectual, linguistic, socio-emotional and the child's own perspectives and voice.
2. Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development;
3. Be aware of their own abilities,

attitudes, values and beliefs with respect to young children's learning and development.

Class Contact:Lecture 1.0 hr/Tutorial 2.0 hrs

Required Reading:Pacini-Ketchabaw et al (2015) 1st Edn *Journeys:Reconceptualising Early Childhood Practices through Pedagogical Narration* University of Toronto Press
Links to additional readings and resources will be provided in VUCollaborate

Assessment:Assignment, Blog Postings, 30%. Essay, Pedagogical Narration, 40%. Exercise, Professional Conversations, 30%. The total effective word limit is 3000 words. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details.

AEB1306 Mathematical Knowledge for Teaching 1

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit is designed for pre-service teachers to develop their own understanding of the mathematical concepts needed to teach mathematics to children in primary schools. Pre-service teachers assess their own understanding of the mathematics that underpins the teaching and learning of mathematics in primary school and identify aspects they would like to work on. The unit includes a self-appraisal of mathematical knowledge for teaching (MKT). The unit is designed to assist pre-service teachers to develop understanding of, and demonstrate competence in, mathematical content and proficiencies as described in *The Australian Curriculum: Mathematics*. This unit initiates the exploration of the MKT narrative on a variety of mathematical topics. This narrative then continues with AEB 1307.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Appreciate the importance of the Mathematical Knowledge of Teaching (MKT) model and apply its elements on various mathematical areas;
2. Assess their own understanding of the mathematics that underpins the teaching and learning of mathematics in primary school;
3. Identify aspects of their own mathematical knowledge, understanding and confidence they would like to develop in this unit;
4. Plan an appropriate course of study to address the mathematical ideas they would like to develop;
5. Successfully compete tasks and activities relevant to the content and proficiencies of the mathematics curriculum in the primary school;
6. Apply aspects of mathematics to everyday life, including work and study;
7. Communicate mathematical ideas orally, in writing and with concrete materials; and
8. Use technology to investigate mathematical concepts and solve problems.

Class Contact:Lecture 1.0 hr/Tutorial 2.5 hrs

Required Reading:Reys, R, Lindquist, M, Lambdin, D, Smith, N, Rogers, A, Falle, J, Frid, S, Bennett, S 2012, 1st Australian edn, *Helping children learn mathematics*, Milton Qld: Wiley. Students who already have the 4th edition of *Teaching primary mathematics* by Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P or Booker, G et al 2012, *Mathematics in the primary school*, Frenchs Forest NSW: Pearson may use either of these texts instead of the required text above.

Assessment:Assignment, Mathematics learning file - reflection and action plan, 28%. Exercise, Open book tasks, 72%. There are two assessment tasks for this unit. Students are required to obtain an overall mark of 50% or above to pass this unit. Ungraded hurdle task: mathematics skills and knowledge test Total effective word limit 3000 words.

AEB1307 Mathematical Knowledge for Teaching 2

Locations:Footscray Park, St Albans, Broadmeadows (Hume Global Learning Centre).

Prerequisites:Nil.

Description:This unit extends the exploration of personal learning into the realm of mathematics. Students apply the foundations of mathematics for educators. This requires the application of social, scientific and mathematical inquiry processes to gain a deeper understanding of mathematics and approaches to teaching mathematics in primary schools. Pre-service teachers articulate questions such as: what is the nature of the changing world and how is mathematics used in our daily lives? This unit further develops the Mathematical Knowledge for Teaching narrative that has already been initiated by AEB 1306. The unit includes a self-appraisal towards the development of an inquiry plan to improve personal mathematical skills and knowledge and an investigation of MKT in classrooms and /or community learning centres. Pre-service teachers are required to participate in an inquiry process to deepen their understanding of mathematical knowledge for teaching.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Connect context (mathematics teaching and learning) and inquiry (deepening mathematical knowledge for teaching);
2. Engage in a process of inquiry learning using multi-literacies;
3. Identify the characteristics of successful self-directed learning and inquiry relationships;
4. Recognise the value of literacy and technology when applied to a mathematical inquiry process;
5. Use ICT in education (ICTE) to conduct their inquiry into mathematics knowledge for teaching;
6. Apply mathematical concepts and procedures to achieve understanding of mathematics for primary teaching; and
7. Explore Internationalisation through self-appraisal and inquiry into the multicultural nature of mathematics and mathematics education.

Class Contact:Lecture 1.0 hr/Tutorial 2.5 hrs

Required Reading:Required TextReys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S., Bennett, S 1st Australian Edition *Helping Children Learn Mathematics* Milton Qld: Wiley Students who already have the 4th edition of *Teaching primary mathematics* by Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P or Booker, G et al 2012, *Mathematics in the primary school*, Frenchs Forest NSW: Pearson may use either of these texts instead of the required text above.

Assessment:Assignment, Structured professional exposition: mathematical knowledge for primary teaching including personal reflection, open book tasks and digital exposition, 100%. Total effective word limit 3000 words for the graded assessment. Hurdle Task: mathematical knowledge and skills test. (All students must satisfactorily complete a hurdle test to demonstrate their mathematical knowledge for teaching in primary schools.)

AEB1501 Food and Nutrition Education

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit provides insight into food and nutrition education for individuals, families and communities. It describes the ways in which food contributes to an individual's health and wellbeing and the use of dietary selection models. It considers the socio-cultural, political and economic factors that influence food and its use, food habits and lifestyle, and gastronomy. The unit covers aspects affecting food and eating including: trends in food consumption, food supply, food safety and security, food policy and public health nutrition. It takes into account techniques and considerations of providing food and nutrition education within diverse communities with a specific focus on schools as a setting for health promotion.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Examine the role of food in developing an individual's health and wellbeing
2. Evaluate influences on food availability and selection;
3. Interpret information on

food consumption trends, food safety and security; 4. Analyse food policy in the context of public health promotion; and 5. Formulate a range of approaches to the teaching of food and nutrition within a health promotion framework.

Class Contact:Lecture1.5 hrsTutorial1.0 hr

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Assignment, Investigation and evaluation of socio-cultural, political and economic factors on food and nutrition education (1600 words), 50%. Case Study, Presentation of annotated reflections on two food and nutrition education units using an explicit health promotion focus (1400 words), 50%. Minimum effective word limit of 3000 words in total, or equivalent.

AEB1502 Learning the Service of Food and Beverage

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit provides you with insight into the development and contemporary requirements of providing food and beverage service. Specific government requirements and consumer expectations are considered. It describes the ways in which food and beverage production service is undertaken in educational settings in safe and dependable ways. This includes occupational health, safety and welfare; personal and food hygiene; food purchasing and storage. It explores how menu development both contributes to and is shaped by food and beverage service.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Interpret legislative requirements in food production and service; 2. Evaluate influences on the provision of food hygiene and safety; 3. Analyse menus and consider their impact on food and beverage provided to customers; and 4. Demonstrate a range of approaches to the safe and responsible service of foods

Class Contact:Lecture1.5 hrsTutorial1.0 hr

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Test, Completion of industry certificates - Hygiene for Food Handlers and Responsible Service of Alcohol (600 words), 20%. Assignment, Investigation of an aspect of menu development and its influences on food and beverage service (1200 words), 40%. Case Study, Evaluation of kitchen health and safety practices in response to a range of stimulus materials in context of legislative requirements (1200 words), 40%. Minimum effective word limit of 3000 words in total, or equivalent.

AEB1800 Youth Work Practice

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit aims to provide a structural foundation for understanding the development and the dynamics of youth work. It will explore the evolution of youth work within a sociological and cultural framework that discusses the links between health, agency and empowerment, as well as a diverse range of youth work models that support and inform reflexive practitioners. Topics to be covered include the following: concepts of youth: historic and global development of the role of adolescence and the development of specific youth work practices; social, cultural and biological constructs of adolescence; social determinants of health in relation to resilience, risk and protective factors; constructs of marginalisation and disadvantage; identity, agency and empowerment; case studies of significant people who are agents of social change; models of youth work practice - treatment, reform, advocacy; settings and context of youth work.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Discuss the role of youth work within the broader context and politics of social change, considering the evolution of youth work in a wide range of social and cultural contexts; 2. Analyse specific scenarios or situations; and apply appropriate youth work models and approaches; 3. Critically analyse the risk and protective factors within a range of settings and environments; 4. Have a broad understanding of strategies to enhance the agency and empowerment of young people; and 5. Communicate effectively, think critically and problem solve a range of issues related to youth work practice.

Class Contact:Seminar2.5 hrs

Required Reading:Sapin, K., 2013 Essential Skills for Youth Work Practice. London: Sage Publications. Links to electronic readings posted on VU Collaborate.

Assessment:In addition to the graded assessments, all students must complete a hurdle task which consists of attendance and a written reflective piece on learnings from the Youth Worker Panel. Report, Identify and define core youth work values, 20%. Exercise, Design and complete a community map of the Local Government area you live in., 30%. Essay, What is youth work? Analyse core values in relation to youth work., 50%. Total effective word limit for all tasks is 3000 words.

AEB1801 Youth Work Practice 2

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit begins by looking at a definition of 'youth' and explains the importance of understanding the concept of adolescence and youth. It discusses the meaning and different concepts of adolescent welfare and wellbeing and describes the contemporary socio-economic and political context of adolescent welfare. This unit provides a definition of 'youth' as determined socially and culturally, as well as biologically whereby adolescent welfare is defined as socially constructed as well as a physical phenomenon that is integrated with social structures and processes. Using this integration of social structures and processes with the physiological challenges of adolescence this unit will canvass the range of adolescent issues that are prevalent today.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conceptualises adolescent welfare within the context of adolescent physical development; 2. Identify the social construction of current transition patterns from childhood to adulthood; 3. Discuss adolescent welfare in relation to experimentation and risk taking as young men and women develop their identities and personalities based on their own judgements, as well as those of peers, parents, families and teachers; 4. Identifies current adolescent welfare issues including drugs and alcohol, anxiety and depression, peers and family relationships, social inclusion and capital and its impact on an individual's welfare; and 5. Critique and evaluate current policy and practices of adolescent welfare programs offered in Victoria.

Class Contact:Seminar2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings as recommended by the lecturer.

Assessment:In addition to the grade tasks, students must complete a hurdle task that requires them to attend a workshop with a youth practice focus. Essay, An essay demonstrating an understanding of adolescence, 30%. Report, A report that summarises appropriate adolescent interventions, 20%. Other, A critical evaluation of a contemporary approach to youth health issues, 50%. Total effective word limit 3000 words.

AEB1802 Youth Work Programs

Locations: Footscray Park.

Prerequisites: Nil

Description: Youth workers are expected to develop and implement a range of youth work programs that are underpinned by youth work practice that uses informal and applied learning approaches to build robust programs for young people. In this unit, students develop knowledge and understanding of the nature of experiential learning and non-formal education as tools to engage and re-engage at-risk young people. Topics covered include: using experiential learning practices to work in youth work settings and with groups of young people; understanding attitudinal and motivational factors in learning; engaging and building connections with young people, including considering the diversity of learners and their learning. Throughout the unit, students review and critique a range of theoretical learning models which are underpinned by experiential learning theory and practice in order to gain skills and competencies for working effectively with young people. Students then link this understanding to the building of youth work programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Recognise experiential and applied learning as it relates to the development and delivery of youth programs;
2. Demonstrate an understanding of the delivery of youth programs with groups of young people using experiential and applied learning models;
3. Explain how youth programs built within a youth work practice framework can improve the capacity of young people to connect to other youth;
4. Develop a youth program that evidences a robust understanding of development, delivery and evaluation of youth programs with groups of young people; and
5. Deliver and present to their peers a targeted learning program for young people.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as specified by the lecturer.

Assessment: Case Study, A case study on a youth related topic., 30%. Report, Develop a youth program plan., 50%. Report, Develop and conduct an experiential learning youth-related activity., 20%. Total effective word limit 3000 words.

AEB1803 Youth Work Contexts

Locations: Footscray Park.

Prerequisites: Nil.

Description: This subject will focus on ensuring that youth workers have the knowledge and skills to be successful in a range of youth contexts and work environments. Understanding the historical evolution of these services within the construct of social change is an important foundation to enable students to build a rich understanding of Youth Work. Developing the skills to successfully navigate youth specific organisations within the context of responding to government policy and funding imperatives are essential tools. Youth Workers also need a range of specific communication skills to meet industry standards and protocols in relation to the writing of case management notes, funding applications, evaluations and research reports. The diverse range of communication skills reflects future employment options within a variety of organisational contexts: Local and regional Councils, Not for Profit organisations, Education - secondary, tertiary and alternative; Charity and Faith based services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret the historical evolution of specific youth services and their approaches to engage young people;
2. Integrate the application of theoretical and practical perspectives in relation to a range of youth work settings and contexts;
3. Exhibit

effective communication skills, planning and organising self and others to enhance vocational success within youth work organisations;

4. Analyse the changing youth policy contexts in which organisations must work and adapt as necessary; and

5. Apply contextual protocols inclusive of culture, values and aspirational goals that have currency in the youth workplace.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K (2013) 2nd edn Essential skills for youth work practice, London; Sage Publications. Links to additional readings as recommended by the lecturer and available on VU Collaborate.

Assessment: In addition to the graded assessments, all students must complete a hurdle task which consists of a 300 word piece on different youth work contexts/settings. Case Study, Identify and apply industry protocols to a specific program, 20%. Presentation, A poster, animation, DVD or presentation of a Youth work context, 30%. Test, Online referencing quiz, 10%. Essay, What are the different contextual factors of two youth work organisations?., 40%. Total effective number of words is 3000.

AEB1804 Young People in a Global Community

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit identifies young people as global citizens and considers their transitions to adulthood in the context of culture, socio economic status, family, education and employment. The unit will explore and apply theories of sociology to consider the impact of globalisation, global structures and the current trends that have been identified in the international youth indicator research. It is particularly important that youth workers are working with young people in the context of globalisation and growing interdependence. The unit will contribute to both Youth Work practice and will also ensure that students can apply established theories of sociology to understand and embrace a global identity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify fundamental social processes of culture, socialisation and social interaction;
2. Explore theories of inequality and apply analysis to understand issues of micro, macro and global structures;
3. Demonstrate an understanding of the concepts of power, the state and class;
4. Evidence an understanding of the changing social, political and economic environments that young people are now experiencing and the impact of those changes and
5. Evidence a developing ability to apply a sociological compass to understanding young people within the contexts of opportunity, freedom, constraint and deviance.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by the Lecturer.

Assessment: Essay, How do micro, macro and global social structures impact upon a young person's educational opportunity and experience?, 30%. Case Study, Students are to choose and write a case study report on an example of globalisation and its impacts on the social, political and economic wellbeing of, 70%. Effective total of 3000 words.

AEB2150 Reasoning for Problem Solving

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit introduces preservice teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the early and middle years of schooling. Preservice teachers are encouraged to develop their

understanding of current theories of how children learn mathematics and approaches for teaching and curriculum development. A wide range of topics are explored which include: thinking mathematically and solving problems; doing practical work and conducting investigations; developing children's understanding of number; developing number sense; teaching measurement and developing measurement sense; language learning in measurement; exploring children's understanding of space, chance and data; learning operations with whole number, fractions and decimals; asking good questions; using rich assessment; and assessing student learning in mathematics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate understanding of the diverse ways in which children learn;
2. Demonstrate understanding of the mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum;
3. Show competence in the mathematical skills and understandings required to teach the primary curriculum;
4. Apply the mathematical skills and understandings contained in the primary curriculum;
5. Plan purposeful lessons that foster mathematical thinking, motivate students and generate specific student learning outcomes;
6. Use a range of teaching approaches and resources to promote student learning;
7. Design and implement lessons that incorporate technology as an aid for learning specific mathematics concepts, skills and understandings;
8. Identify recent trends in teaching, learning and assessment in mathematics; and
9. Evaluate their own planning and teaching of mathematics.

Class Contact: Seminar 3.0 hrs

Required Reading: Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S. & Bennett, S., 2012 1st Australian Helping Children Learn Mathematics Milton, QLD: Wiley.

Assessment: Assignment, Critique of one high quality unit for teaching primary school mathematics, 30%. Report, Workshop and report on teaching and learning mathematics, 40%. Report, Mathematical investigation and discussion, 30%. Ungraded Hurdle Task: Mathematical understanding and skills test Total effective word limit 3000 words .

AEB21 60 Mathematics and Numeracy in Early Childhood

Locations: St Abans.

Prerequisites: AEB1282 - Development Studies 1

Description: In this curriculum, pedagogy and assessment unit, pre-service teachers investigate the ways children learn mathematics and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. The unit introduces the practices of teaching mathematics in early childhood programs, and the early years of school, with an emphasis on pedagogical practices consistent with play based learning. Pre-service teachers are encouraged to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their project partnerships settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields;
2. Demonstrate understanding of the concepts and principles underpinning mathematics teaching and learning in early childhood settings and everyday environments;
3. Plan, implement and evaluate learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
4. Implement a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-

solving, posing and exposition; and

5. Use or design experiences that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice.

Class Contact: Tutorial 2.5 hrs

Required Reading: Links to readings and resources will be provided in VU Collaborate

Assessment: Assignment, Professional reflection on strategies for teaching and learning mathematics (1000 words), 30%. Project, Create mathematical resources (equivalent to 1800 words), 50%. Presentation, Mathematical resources display, 20%. The assessment in this unit will support pre-service teachers' understanding of mathematical principles and concepts and curriculum in early childhood and primary school settings. Relevant resources will be created to support mathematical teaching and learning. Total effective word limit 3000 words.

AEB21 63 Visual and Creative Arts

Locations: St Abans.

Prerequisites: Nil.

Description: The aims of this unit of study are for pre-service teachers to: examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts experiences; and employ these understandings, attitudes and skills to suit the developmental, sociocultural and aesthetic needs of the young child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Recognise visual and creative arts theories in relation to the needs and sociocultural perspectives of young children;
2. Explore their own artistic influences and attitudes and the impact these can have on the implementation of effective visual and creative arts teaching programs;
3. Critically inquire about the role of the arts and culture in education and the community; and
4. Generate and document specific teaching strategies that incorporate philosophical inquiry and employ information technologies and concrete materials within co-operative group work in visual and creative arts.

Class Contact: Workshop 2.5 hrs

Required Reading: Selected readings will be available on e-reserve for this unit.

Assessment: Assignment, Art in the Community: Reflective summary art/cultural sites in the community. (600 words), 15%. Creative Works, Stop motion animation based on an artwork. (equivalent 600 words), 30%. Other, Art teaching resource for use in an early years/primary classroom (equivalent to 1800 words), 55%. Assessment in this unit will involve an exploration of art in the community, a consideration of relevant visual and creative arts readings, an animation and an art resource that relates to and supports the development of visual and creative arts programs for children. Total effective word limit 3000 words for the graded assessment.

AEB21 64 Health, PE and Motor Development

Locations: St Abans.

Prerequisites: Nil.

Description: This unit presents pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the motor development theories of children from birth through 12 years of age;
2. Identify varied health issues which impact on children from birth through 12 years of age;
3. Demonstrate the ability to plan

physical education, health experiences and programs in early childhood and primary school settings; and 4. Apply knowledge and skills of health and physical education in primary and early childhood settings.

Class Contact:Tutorial 2.5 hrs

Required Reading:Links to readings and resources will be provided in VU Collaborate

Assessment:Report, Report on an existing PE program in a kindergarten/primary school setting (600 words), 20%. Essay, Motor development research paper including brief summary of selected articles (1350 words), 45%. Project, Project/folio including a selection of PE activities, taught lesson plans and health articles (1050 words), 35%. The assignment critically analyses a current motor development perspective in relation to teaching and learning in Early Childhood/Primary settings. The report incorporates discussion of responses from kindergarten or primary school PE teachers. The folio involves three parts: collecting existing movement ideas, lesson outlines and articles. Practical teaching of early years children and fellow colleagues.

AEB2250 Healthy Activity, Community and Wellbeing

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:Nil.

Description: In this unit preservice teachers are introduced to the curriculum and pedagogy required for effective teaching of health, physical and outdoor education with a focus on students in the early and middle years of schooling. Through their participation in project partnerships and formal inquiry in the related praxis inquiry unit, preservice teachers apply their developing health, physical and outdoor education understanding and practices to the enhancement of students' wellbeing and community participation. Topics include: planning for teaching; lesson structures, teaching strategies, questioning strategies and lesson plans in health, physical and outdoor education; planning, organising and implementing a camp experience; planning sporting carnivals and monitoring student development; planning a children's healthy activity as a stimulus for learning; understanding personal difference - including gender - and learning in health, physical and outdoor education; understanding children's wellbeing and resilience as the responsibility of the teacher and the school. Preservice teachers also study: community, cultural and economic diversity and participation in physical and outdoor activity, including the place of physical activity in Indigenous communities and enhancing the learning of Indigenous students; the Health Promoting Schools model as a community approach to health and wellbeing; designing curriculum units which cater for the diversity of young people's interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; resourcing for health, physical and outdoor education programs, including support on the internet; assessing children's inquiries and understanding in health, physical and outdoor education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate how children learn in diverse ways in health, physical and outdoor education; 2. Interpret the health, physical and outdoor education curriculum, teaching and learning and the guidelines, procedures and resources available to support the implementation of the curriculum; 3. Plan, teach and evaluate purposeful lessons that engage and challenge students and foster their personal wellbeing and their health participation in physical activity at school, outdoors and in the local community; 4. Choose a range of strategies for teaching and learning in health, physical and outdoor studies, including integrated and inquiry approaches, effective outdoor management approaches, environmental and community issues and the role of teachers and schools in inter-professional collaboration; and 5.

Elicit cultural sensitivities for young people's attitudes to and participation in health and physical and outdoor activity.

Class Contact:Tutorial 2.5 hrs

Required Reading:Australian Institute of Health and Welfare 2002, Australia's children: their health and wellbeing, Canberra: Commonwealth of Australia. Tinning, R, MacDonald, D, Wright, J & Hickey, C 2001, Becoming a physical education teacher: contemporary and enduring issues, Sydney: Prentice Hall. Victorian Curriculum and Assessment Authority, current curriculum policies and documents.

Assessment:Essay, Health, PE and Outdoor Ed teaching practices report, 25%. Assignment, Unit of work presentation, 35%. Assignment, Unit of work praxis commentary, 40%. To receive a pass for this unit, students must: 1. Get a pass grade for each assessment task; and 2. Participate in all health education sessions. Total effective word limit 3000 words.

AEB2251 Imagination, Creativity and Design

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit introduces preservice teachers to arts education and creative pedagogies; that is, the practice of teaching with and through creative approaches. These approaches include an introduction to the curriculum and pedagogy required for effective teaching of the arts, with a focus on music, drama, visual arts and media and how these subject areas can productively intersect with other subject areas for effective teaching and learning. The interdisciplinary skills of creativity, design, technology and thinking in the primary and middle years of schooling (P-9) are also explored. Through their participation in project partnerships, preservice teachers apply their developing arts understanding and practices to enhance and stimulate students' creativity and imagination.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Adapt their understanding of how children learn in diverse ways to the arts (visual arts, drama, computer mediated art, music and performance); 2. Explain the arts curriculum in relation to teaching and learning in primary schools and demonstrate an awareness of relevant guidelines, assessment, procedures and resources; 3. Plan, design, teach and evaluate lessons that engage and challenge students, foster their creativity and imagination in arts, design and technology; and 4. Exemplify diverse ways of knowing in areas of artistic expression and how participation in the arts can engage diverse student needs in learning.

Class Contact:Tutorial 2.5 hrs

Required Reading:Teaching the arts: early childhood & primary education Roy, D Baker, W & Hamilton, A/2015 2nd Teaching the arts: early childhood & primary education Melbourne/Cambridge

Assessment:Review, Research - into a field of arts practice, 10%. Project, Unit overview and arts lesson plans, 40%. Presentation, Arts journey project culminating in presentation, performance or exhibition, 50%. Ungraded Hurdle Task: presentation of an arts experience. Where an assessment task is based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the task. Total effective word limit 3000 words.

AEB2265 Science Environment and Society

Locations:St Albans.

Prerequisites:Nil

Description: In this unit, pre-service teachers undertake pedagogical studies in science to develop the knowledge and skills to implement science curriculum programs with children both in early childhood settings and primary schools. The unit investigates

links between science learning in the early childhood curriculum and in the primary school curriculum with a focus on AusVELS Foundation to level 6. Pre-service teachers critically review the practical challenges in teaching science and environment studies in primary school classrooms for students aged 5-12 years and apply this knowledge also in settings for children aged 0-5 years, where they investigate ways in which children learn to inquire into the natural world by applying their curiosity and sense of exploration to questions of interest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Determine and articulate how children aged 0-5 years and 6-12 years develop learning about science in diverse ways in project partnership settings;
2. Consolidate knowledge of the areas of science and environmental studies and apply the principles of science pedagogy to the EYLF and the AusVELS (Foundation to Level 6) science standards in primary school;
3. Design, implement and evaluate a range of appropriate science learning experiences for children aged 0-5 years in early childhood settings and for students aged 5-12 years in primary school classrooms;
4. Critically reflect on Indigenous ways of knowing and investigate how participation in science and environmental studies can engage Indigenous Australian children in learning; and
5. Examine the integration of science learning across and through all domains of development: cognitive, social, emotional, physical and language for children aged 0-12 years.

Class Contact: Tutorial 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Reflection on excursions and guest speakers, 30%. Portfolio, Portfolio of pre-service teacher's science resources, 50%. Presentation, Presentation of science experience, 20%. Total effective word limit 3000 words.

AEB2266 Practice and Partnership (ECE 0-2)

Locations: St Albans.

Prerequisites: AEB1282 - Development Studies 1

Description: In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under three years of age. As their professional competence develops, they increasingly take responsibility for learning experiences and the program within a team environment. Using a praxis inquiry protocol, pre-service teachers consider a range of strategies and approaches to reflect on and improve personal teaching practice. They document their teaching and pedagogical approaches for the purposes of engaging diverse learners in curriculum areas. Connections are made to key literature to support pre-service teachers with their understanding of young children's learning and development. As part of this unit, pre-service teachers learn about appropriate professional codes of conduct (AITSL/VIT and ACECQA) and understand professional responsibilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Recognise the diverse roles and responsibilities undertaken by early childhood educators in a range of contexts;
2. Apply theoretical concepts to inform the use of a range of strategies and approaches to reflect on and improve personal teaching practice;
3. Evaluate professional codes of conduct, including professional standards and responsibilities, effective communication, skills, knowledge and appropriate behaviour;
4. Acknowledge the diverse learning and developmental needs of young children and how to plan for these, in a culturally responsive way and create the conditions for learning to engage young children as active learners in various curriculum areas; and
5. Analyse and evaluate specific teaching strategies by relating them to specific theories of learning and development and the Early Years

Learning Frameworks.

Class Contact: Seminar 2.5 hrs

Required Reading: Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2012 5th edn, Programming and planning in early childhood settings, South Melbourne: Thomson Learning. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Class tasks (equivalent to 600 words), 20%. Journal, Praxis inquiry logs (equivalent to 900 words), 30%. Portfolio, Presentation of a formal professional portfolio (equivalent to 1500 words), 50%. Refer to The Essentials Year 2 for Partnership Placement Requirements. Hurdle requirement: A satisfactory partnership (placement) report Total effective word limit 3000 words.

AEB2283 Development Studies 2

Locations: St Albans.

Prerequisites: AEB1282 - Development Studies 1

Description: In this unit of study, pre-service teachers undertake a period of teaching in an early childhood setting with children three-eight years of age. As their professional competence develops, they increasingly take responsibility for learning experiences and the program within a team environment. Using a praxis inquiry protocol, pre-service teachers consider a range of strategies and approaches to reflect on and improve personal teaching practice. Pre-service teachers are introduced to major theorists and current research across a range of developmental areas including: cognition, physical, emotional, social development; diversity issues; individual learning styles; and the contribution of play to children's development. Pre-service teachers explore a range of philosophical and psychological theories and curriculum models, including Early Years Learning Frameworks from which to develop a teaching philosophy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of major theorists and theories and the development of children aged 3 to 8 years across all developmental domains;
2. Demonstrate an understanding of the current research and contemporary issues in relation to the development of 3-8 year olds;
3. Examine the contribution of play to children's development using VEYLDF and current curriculum resources to reflect the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development;
4. Within early childhood and primary school settings, identify, interpret, analyse and evaluate specific teaching strategies for a range of individual children's learning styles and abilities, such as giftedness and additional needs, including the investigation of practical approaches to managing challenging behaviour. Critically reflect on specific theories of learning and development, drawing on practical examples in partnerships settings, applying this knowledge to individual cases of children in these placement settings; and
5. Reflect on their own abilities, attitudes, values and beliefs to enable them to clearly articulate their emerging philosophy about young children's learning and development.

Class Contact: Seminar 2.5 hrs

Required Reading: Berk L 2012, 9th edn Child development, Boston: Allyn & Bacon. Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2012, 5th edn Programming and planning in early childhood settings Nelson

Assessment: Presentation, Presentation of emerging philosophy of teaching, 30%. Report, A report related to a current debate about child development and learning, 40%. Portfolio, Comprised of the planning, teaching and evaluation of experiences designed to enhance children's learning and development in project partnerships,

30%. Hurdle: A satisfactory partnership (placement) report is required for successful completion of this unit. Total effective word limit 3000 words.

AEB2302 Science, Environment and Sustainability

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit introduces preservice teachers to the curriculum, pedagogy and practice required for effective teaching of science, environmental studies and geography connected to social contexts for students in the early and middle years of schooling. Using an inquiry-based approach along with their participation in project partnerships and other learning and teaching situations, preservice teachers explore their developing understanding of teaching practices and student learning. The unit includes: engaging preservice teachers in a range of science, environment and sustainability based topics; development of skills for implementing science education within the curricula; an investigation into structures that support planning for teaching including constructivist learning theories, the science inquiry process, the provision of safety in a science-based environment and available resources; designing cross-curriculum units which integrate a range of curriculum areas with science, environment and sustainability; integration of appropriate ICT activities; and investigation of the issues in Indigenous ways of knowing the world that relate to the management and sustainability of the environment.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Apply their knowledge and understanding of how children learn in diverse ways to the construction of innovative approaches and cross-curricular material to support learning in the many fields of science, environment and sustainability; 2. Develop an understanding of the inquiry in science, environment and sustainability in social contexts and its application in curriculum, teaching and learning in primary schools; and 3. Remain aware of, and be able to locate, current relevant policy documents and research and, through deep critical evaluation, appreciate and understand the impact and direction of these contemporary practices in the field of science education, and apply these changes to their teaching and learning of science in primary and middle years settings.

Class Contact:Seminar 2.5 hrs

Required Reading:A unit reader will be available for this unit.

Assessment:Report, A comparative analysis of two science excursions, 30%. Journal, Developing a portfolio – unit of work, 50%. Report, Microteaching, 20%. Total effective word limit 3000 words.

AEB2303 International Teaching and Learning Context

Locations:Footscray Park, St Albans.

Prerequisites:College permission required

Description:Through participating in an international practicum preservice teachers will examine the country's language, culture and society. In addition preservice teachers will engage in experiential learning through living in the country and dealing with real-life intercultural teaching and learning experiences. In this unit preservice teachers will be asked to identify initiating questions such as, 'How is learning shaped in international contexts?', 'How does culture impact on teaching and learning?' and 'how does an international experience inform my current teaching and learning practices and ideologies?' In this unit there will also be a series of workshops designed by the lecturer to follow up topics explored in the international classroom experience. All applications to undertake this unit of study must firstly be approved by the preservice teacher's course co-ordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a

requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of other cultures and societies through teaching in an international context; 2. Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; 3. Make connections between an international practicum experience and a range of theories/approaches of teaching and learning; 4. Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts; 5. Focus on the implementation of diversity in classrooms in relation to pedagogical approaches within an international context; and 6. Actively participate in and international Project Partnership experience and engagement in reflexive practices.

Class Contact:Study tour delivered in burst mode in an off-shore setting

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Report, A series of lesson plans, 30%. Journal, Praxis Inquiry journal, 60%. Presentation, Presentation of a report which is peer assessed., 10%.

Satisfactory Practicum Report (Hurdle Requirement) is needed for a satisfactory pass in this unit Total effective word limit 3000 words Please note that when the unit is delivered in the ABEC course (Early childhood/Primary) Praxis Inquiry takes the form of Pedagogical Narration.

AEB2307 Design and Technology Education

Locations:Footscray Nicholson, Footscray Park, St Albans.

Prerequisites:Nil.

Description:In this unit, students participate in product design processes and develop critical insights about design. The process of developing a product design requires a range of skills, abilities and resources. The provision of opportunities related to product design and technology is based on several understandings about: systematic approaches - the conceptualisation and evaluation of ideas and how their subsequent production can be organised in logical ways; multifaceted and multidiscipline perspectives - the production of two and three-dimensional products requires understandings of art, science and technology; and principles of sustainability and innovation - as a response to social and cultural imperatives and with a history (past and current) that informs the near future.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Distinguish ways to conceptualise and evaluate innovation, concept development and production; 2. Analyse how design and product development is influenced by context; 3. Investigate a range of approaches to two and three-dimensional products; 4. Connect design and product development to the fields of art, science and technology; 5. Evaluate design and product development for cogence with sustainability principles; 6. Compare innovations within their social and cultural contexts; and 7. Investigate the timelines of innovations to inform their developmental possibilities.

Class Contact:PC Lab3.0 hrs

Required Reading:A Unit Reader will be required. Details will be provided at the beginning of the unit.

Assessment:Research Paper, Investigation of the social and cultural context of an innovation and identification or predication of its impact in the near future (1000 words), 30%. Report, Evaluation of systemic approaches for innovation and product development (800 words), 25%. Case Study, Presentation of annotated reflections

and reflections about product design and development of a selected artefact to (1200 words), 45%. Hurdle requirement: In addition to students demonstrating professional practice in the practicum components, students must successfully complete all areas of assessment to gain a passing grade in this unit.

AEB2501 Culinary Arts Education

Locations: Footscray Nicholson.

Prerequisites: AEB1502 - Learning the Service of Food and Beverage

Description: This unit of study develops skills in food preparation, methods of cookery and technologies used in the production of food. It considers the application of safe food handling practices particularly those in simulated work environments (e.g. school settings) and the influences of diet, cultural and social factors in the provision of food.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Utilise food production methods and technology in the kitchen as a simulated work environment;
2. Analyse food preparation and costing through recipes to determine commodities required by classification, purchasing and storage conditions, safe food handling and preparation;
3. Display culinary preparation, cooking and presentation styles through use of a range of recipes; and
4. Interpret how a range of factors including diet, cultural, social impact on food preparation and provision.

Class Contact: Lecture 1.0 hr Tutorial 5.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. A kitchen tool kit and uniform will be required. Details will be provided at the beginning of the unit.

Assessment: Case Study, Investigation of costings associated with food related classes in a simulated work environment (1200 words), 25%. Portfolio, Investigation of socio-cultural influences on food production (1800 words), 25%. Laboratory Work, students to successfully complete 12 practical sessions demonstrating professional practice in the kitchen, 50%. Minimum effective word limit of 3000 words in total, or equivalent.

AEB2800 Working With Diverse Young People

Locations: Footscray Park, St Albans.

Prerequisites: Nil

Description: This unit investigates the experience of diversity and the implications for youth work practice. In particular, this unit considers the young people who are marginalised due to their cultural background, sexual orientation, or gender identity. It focuses on the role of youth workers in promoting social inclusion and incorporates identification of cultural beliefs and values that influence practice. The unit also focuses on strategies to enhance practitioner sensitivity and understand good practice. Developing a general understanding of difference leads to a framework of appropriate practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse aspects of their own cultural background, values and beliefs and understand how this impacts on their practice;
2. Articulate an understanding, valuing and respect for different cultural behaviours and beliefs;
3. Investigate how groups of young people are marginalised in society;
4. Design a program to engage culturally diverse young people;
5. Articulate professional skills and practices that are sensitive to the issues that young people face who are marginalised due to sexual orientation, gender identity or culture; and
6. Formulate strategies that focus on social inclusion of diverse groups of young people.

Class Contact: Tutorial 2.5 hrs

Required Reading: Sapin, K. 2013 2nd Edition Essential Skills for Youth Work Practice. London, Sage Publishing Other readings as suggested by the lecturer.

Assessment: Report, Report on the purpose and benefits of the Cultural Comprehension Resource for working with young people., 30%. Other, Develop an activity that promotes understanding of an area of diversity, 20%. Case Study, Write a reflective report on the good practice frameworks for working with diverse young people., 50%. Total effective word limit for all tasks is 3000 words.

AEB2802 Ethics and Youth Work Practice

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit focuses on developing ethical approaches to all aspects of youth work in Australia and internationally. From an initial examination of the personal values and beliefs that shape individual practice, students are encouraged to analyse, evaluate and develop a framework for professional youth work practice. Knowledge of Human Rights and applying the YACVic Code of ethics to practice will enable students to integrate and embed an ethical approach to their work. This unit will also include the principles of youth work practice, aspects of professional conduct, and communication standards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the role of personal values and ethics within youth work practice respecting and valuing diversity;
2. Develop strategies to maintain professional relationships with clients and other workers,
3. Analyse the national and international development of ethics in youth work; and
4. Integrate appropriate ethical practice in a range of situations and scenarios in both local and global communities applying professional code of ethics.

Class Contact: Tutorial 2.5 hrs

Required Reading: Sapin, K (2013), Essential Skills for Youth Work Practice London: Sage Publications As recommended by the lecturer.

Assessment: Test, A quiz to test knowledge of YACVic Code of Ethical Practice, 20%. Presentation, Facilitate class discussions to analyse ethical dilemmas., 30%. Essay, Submit written report outlining the Code of Ethical Practice for Youth Workers in Victoria, its purpose, and relevance to current youth work practice., 50%. Total effective word limit 3000 words.

AEB2803 Holistic Practice With Young People

Locations: Footscray Park, St Albans.

Prerequisites: AEB1800.

Description: This unit introduces students to the theoretical and practical frameworks used to effectively understand the role of practitioners working with young people in supporting and referring young people with social, health and wellbeing issues. The unit aims to ensure good practice in relation to youth workers acting as referral points and working collaboratively with specialist practitioners. Youth workers work from a strengths-based framework of practice and as such, students consider various strategies to use while working with young people who present with various forms of wellbeing issues including, bullying, challenging behaviours and other causal circumstances such as homelessness.. This is primarily a practice unit to enable students to understand the parameters of their professional ethical practice, identify strengths-based practice, and learn how to utilise complementary practitioners to ensure the holistic health and wellbeing of young people.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review social, health and wellbeing issues that affect young people;
2. Critique the theoretical underpinnings of strengths-based practice with young people;
3. Explain the practical and theoretical interventions and practice frameworks needed to work with young people with a range of social, health and wellbeing issues and in ways that respect and value diversity;
4. Articulate the need for self-care while working with young people.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K (2013), *Essential Skills for Youth Work Practice*. London: Sage Publications. Readings as specified by the lecturer.

Assessment: Other, Complete a needs assessment review for a highly vulnerable young person with complex needs., 20%. Case Study, Identify theoretical principles for working with young people using a strengths based approach., 60%. Report, Write a conclusion and follow-up protocol for your case study., 20%. Total effective word limit 3000 words.

AEB2806 Principles of Youth Participation

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students develop a theoretical framework of practice, which reflects the key principles of youth participation, to enable young people to have a role, identity and voice in every community. Students learn to identify appropriate theories that assist them to understand the systemic barriers young people face and to develop strategies to assist young people to overcome these barriers. Investigating the various participation models informs practice and enables students to use and apply that knowledge in a range of settings within State, National and International Organisations. Adapting experiential processes to engage young people is also a central component of effective youth participation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique the principles of participation for young people;
2. Interpret and analyse the systemic barriers young people face;
3. Investigate the principles of youth participation practice embedded within State, National and International organisations; and
4. Analyse the models of participation and how they can be applied; to expand the participation roles of young people in their community.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K. (2013) *2nd Essential Skills for Youth Work Practice* London: Sage Publications Other readings as suggested by your Lecturer.

Assessment: In addition to the graded assessments, students must complete a hurdle task which requires them to work in groups to prepare practical strategies to promote youth participation. Test, Quiz on theories and principles of youth participation, 20%. Report, Theoretical analysis and critique of models of youth participation, 40%. Report, Analysis of systematic barriers to participation and development of a strategic response, 40%. Total effective word limit 3000 words.

AEB2807 Youth Social Enterprise

Locations: Footscray Park.

Prerequisites: Nil.

Description: Social Enterprise projects are commonly used as an engagement tool to assist young people overcoming barriers to participation. Students will have opportunities to develop skills and knowledge that will enable them to plan, develop and implement social enterprise projects for specific youth populations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse sustainable models of social enterprises to identify critical components of

2. Investigate international social enterprise organisations to understand how to incorporate social enterprise component within successful youth work programs
3. Clarify the elements of a youth work life skills program that can be ethically embedded into a social enterprise to meet a range of life and employment outcomes for young people;
4. Determine individual characteristics of successful social entrepreneurship locally and globally; and
5. Interpret the theories of development social enterprise including the relationship between the welfare state, the non-profit sector, and government.

Class Contact: Seminar 2.5 hrs

Required Reading: Sapin, K (2013), *2nd Essential Skills for Youth Work Practice* London: Sage Publications Other readings as suggested by the Lecturer.

Assessment: Exercise, Complete set readings and participate in class tasks and discussions, 20%. Presentation, Case study on a sustainable model of Social Enterprise, 30%. Project, Develop a detailed proposal for the implementation of a social enterprise within a youth work context., 50%. Effective total number of words is 3000.

AEB3100 Student Diversity in Early Years Education

Locations: St Albans.

Prerequisites: AEB2266 - Practice and Partnership (ECE 0-2)

Description: This unit provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention is paid to early childhood. The unit aims to teach pre-service teachers to recognise inclusive teaching practice in early childhood services, kindergarten and the early years of school.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment;
2. Critically evaluate their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups
3. Engage in a range of approaches to reflect on, and improve practice, especially in ongoing planning and student assessment/evaluation;
4. Create theoretically-informed strategies and resources that respond to student diversity; and
5. Demonstrate the purpose of providing timely and appropriate feedback to students about their learning.

Class Contact: Seminar 2.5 hrs

Required Reading: Foreman, P 2014, 3rd edn. *Inclusion in action*, Cengage, South Melbourne Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Case Study, Response to a case study in an early childhood setting, 30%. Assignment, Application of inclusive curriculum planning and teaching, 70%. Total effective word limit 3000 words for the graded assessment.

AEB3150 Engagement and Pathways

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit preservice teachers extend and deepen their knowledge of curriculum and pedagogy in the post-compulsory years. They explore the philosophical, theoretical and historical bases of senior secondary and VET curriculum to understand current issues in the provision and structure of post-compulsory curriculum in Victoria and Australia, and the pathways for engaging young people in life-long learning. Preservice teachers work in learning teams (or learning circles) to investigate the way in which schools plan and implement post-compulsory programs

for a diverse community of learners. The learning team may be organised by partnership setting (eg. a secondary school) or by complementary disciplines (from multiple partnership settings). Each learning team negotiates a set of questions to inform their inquiry and develops their understanding of effective teaching, engagements and learning in the post-compulsory years. Topics include: socio-cultural factors related to participation and success in various post-compulsory pathways (VCE, VCAL, VETIS, IB); providing access and success for young people through pathways, applied learning and career planning; inclusive pedagogies in the post-compulsory years of schooling; effective practices in the post-compulsory years; teaching and learning resources for teaching various contexts (pathways); assessment requirements, practices and processes in post-compulsory education; and working with young people to support their learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Discuss the range of post-compulsory education policies and programs;
2. Understand and apply the principles and practices of curriculum and pedagogy for teaching in the post-compulsory years;
3. Critically evaluate pathways and programs according to student needs;
4. Design, trial and evaluate lessons and learning activities with students in the post-compulsory programs and subjects;
5. Design assessment tasks, participate in assessment processes (such as moderation, competency-based processes) and evaluate student learning in post-compulsory settings; and
6. Work collaboratively with peers to inquire, report and present findings of collaborative praxis inquiry.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Helme, S, Teese, R, Duffer, N, Robinson, L & Jones, T 2009, Provision, participation and achievement: a study of the western metropolitan region, Centre for Post Compulsory Education and Lifelong Learning, The University of Melbourne

Assessment: Report, School based research report, 40%. Project, Project for improving post-compulsory student engagement, 60%. Total effective word limit 3000 words.

AEB31 67 Language and Literacy in Primary

Locations: St Albans.

Prerequisites: AEB2266 - Practice and Partnership (ECE 0-2)

Description: This unit aims to assist pre-service teachers develop their knowledge and understanding of the development of children's language and literacy skills, together with an ability to plan effectively to fully develop children's literacy learning for 5-12 year old children in a primary school context. The unit also aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools, including the application of teaching strategies, appropriate assessment strategies and reporting to children's families.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret the structure of the English language as it applies to the needs, rights and interests of primary school students;
2. Review learning and teaching pedagogies of literacy appropriate to primary school children including current government guidelines;
3. Critically evaluate relevant theoretical perspectives that underpin your role as a teacher of literacy;
4. Articulate relevant assessment strategies appropriate for primary school students, taking into account an ethical use of ICT in reporting assessment outcomes to families;
5. Apply principles of how children learn to plan appropriate literacy teaching, monitoring, recording and assessment/evaluation strategies for young literacy learners, and consistent with AusVELS English Standards; and
6. Develop experiences for small group work and whole class discussion in literacy learning in which the role of active participation and

social interaction with other students is demonstrated.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: A unit reader will be available for this unit.

Assessment: Assignment, Prepare a speaking and listening task suitable for your project partnership placement, 30%. Review, Review and critique of the modelled and shared reading teaching models, 40%. Assignment, Critical analysis of one of the writing teaching models (modelled, shared or interactive), 30%. Total effective word limit 3000 words for the graded assessment.

AEB31 72 Management, Advocacy and Leadership

Locations: St Albans.

Prerequisites: AEB2266 - Practice and Partnership (ECE 0-2)

Description: This unit focuses on current understandings of management, leadership and advocacy in early childhood services. It provides knowledge of how to lead practice across the Early Years Learning Framework, including how to establish and sustain a working culture of collaboration and cooperation. Pre-service teachers are expected to develop an understanding of the legal and ethical responsibilities when managing children's services, such as duty of care responsibilities, safeguarding children, knowledge of the rights of children, equal opportunity and anti-discriminatory practice. Current and future trends in early childhood services are explored as is the nature and development of leadership, mentoring and advocacy for children and families.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on professional responsibilities and practices in early childhood programs in terms of management, leadership and advocacy;
2. Interpret the policy framework for early childhood services in Australia;
3. Evaluate effective leadership and management strategies for children's services; and
4. Analyse early childhood legal and ethical frameworks for evidence of strategies that promote diversity, equity and inclusivity.

Class Contact: Lecture 3.0 hrs

Required Reading: McCrea, NL 2015 Leading and Managing Early Childhood Settings. Inspiring people, places and practices Cambridge University Press, Australia. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Policy and framework analysis presented in a digital movie (equivalent to 900 words), 30%. Project, Early childhood advocacy or activism project (equivalent to 900 words), 30%. Case Study, A case study, reflection and analysis of leadership or mentoring in early childhood (equivalent to 1200 words), 40%. Total effective word limit 3000 words for the graded assessment.

AEB31 73 Critical Contemporary Issues in Early Childhood

Locations: St Albans.

Prerequisites: AEB3268 - Practice in Partnership 1 (ECE 3-6 Years) AEB3285 - Inclusive Practice in Education

Description: The aim of this unit is to assist pre-service teachers to interpret and critically analyse current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Debate the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts;
2. Analyse issues related to the provision of appropriate early

childhood services in culturally diverse communities; 3. Generate an investigative report within which the basics of quantitative and qualitative research, research design and the significance of research findings are considered in relation to practice; and 4. Review a range of peer-reviewed research papers on a chosen issue in contemporary early childhood education.

Class Contact:Tutorial2.5 hrs

Required Reading:MacNaughton, G, Rolfe, S & Siraj-Blatchford, I 2001, *Doing early childhood research: international perspectives on theory and practice*, St Leonards, NSW: Allen and Unwin. Yelland, N 2005, *Critical issues in early childhood education* Maidenhead, UK: Open University Press

Assessment:Review, Critical review of two current research reports on early childhood development or education (1500 words or equivalent), 50%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (1500 words or equiv), 50%. Total effective word limit 3000 words for the graded assessment.

AEB3174 Change and Social Justice in Early Childhood

Locations:St Abans.

Prerequisites:AEB3268 - Practice in Partnership 1 (ECE 3-6 Years)AEB3184 - Curriculum TheoryAEB3285 - Inclusive Practice in Education

Description:This unit of study provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the teacher profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, children's services, schools and teaching, they will systematically explore how teachers can express commitment to social justice in education. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners pre-service teachers will: Ask: How do I take responsibility for student/children's learning? What areas of competence do I need to work on if I am to become an activist reflective practitioner? Recognise how children's services, schools and teachers can encourage students to be engaged with and to work for the improvement of their own communities Generate sustainable and effective approaches to the documentation of professional practice Investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society Develop a personal educational philosophy that will inform their practice as they enter the profession

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Develop a personal educational philosophy that will inform their practice as they enter the profession; 2. Generate and communicate a cohesive, socially inclusive professional discourse about teaching and learning in a changing world; 3. Articulate understandings of historical and socio-political perspectives on social justice; and 4. Critically evaluate their knowledge and practice in relation to the Australian Professional Standards for Teachers (AITSL).

Class Contact:Tutorial2.5 hrs

Required Reading:Links to readings and resources will be provided in VUCollaborate

Assessment:Experience in Partnerships informs all assessment tasks in this unit. Essay, Researching one aspect of social justice and its relation to early childhood (1500 words) - researched and written in pairs (750 words each)., 30%. Case Study, Analysis of a case study related to social justice in early childhood (1000 words), 40%. Presentation, Presentation of an experience implemented on placement and related to social justice in early childhood., 30%.

AEB3184 Curriculum Theory

Locations:St Abans.

Prerequisites:AEB2266 - Practice and Partnership (ECE 0-2)

Description:The aim of this unit of study is to enable pre-service teachers to explore a range of philosophical and psychological theories, pedagogical approaches and curriculum models from which to construct their own their emerging teacher identity. Through this exploration pre-service teachers critically analyse and apply a thorough understanding of a range of theoretical and practical approaches to teaching and learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the construction of their emerging professional teaching identity, making the links between their own philosophy and the influences underpinning their beliefs about learning and teaching; 2. Develop a critical perspective of a range of psychological and developmental theories in relation to early childhood and primary learning and development; 3. Critically analyse and apply a range of approaches to teaching and learning; 4. Apply an understanding of theoretical and practical perspectives in early childhood settings and contexts; and 5. Critically examine curriculum design in early childhood and primary school education.

Class Contact:Workshop2.5 hrs

Required Reading:Churchill, R, Ferguson, P, Godinho, S, Johnson, N, Keddie, A, Letts, W et al 2011, 2nd edn, *Teaching: making a difference*, Qld: Wiley & Sons.

Assessment:Essay, An academic paper that demonstrates an understanding of emerging teacher identity and how it links to pedagogy and curriculum design (2400 words), 80%. Exercise, Complete set readings and participate in class tasks and discussion (equivalent to 600 words), 20%. Total effective word limit 3000 words for the graded assessment.

AEB3252 Orientation to Primary Schools

Locations:St Abans.

Prerequisites:AEB2266 - Practice and Partnership (ECE 0-2)

Description:Partnership experience is the context for this unit. Pre-service teachers bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of AusVELS and how it relates to the developmental, learning and educational needs of children in a primary school.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate and justify the requirements of teaching in a primary school setting; 2. Demonstrate understanding of AusVELS and how it matches needs identified in early childhood; 3. Show familiarity with school focused policies and programs, including those focussed on the ethical use of ICT in teaching programs; 4. Identify the structure and functions of the Department of Education and Early Childhood Development; and 5. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Class Contact:Tutorial2.5 hrs

Required Reading:Australian Institute for Teaching & School Leadership 2013, *Professional Standards for Teachers: Graduates*, retrieved from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>

Assessment:Portfolio, Documentation of practice in project partnerships with annotations and critical commentary, 100%. A satisfactory partnership (placement) report is required for successful completion of this unit. Refer to The Essentials Year 3 for Partnership Placement Requirements Total effective word limit 3000 words. .

AEB3268 Practice in Partnership 1 (ECE 3-6 Years)

Locations:St Abans.

Prerequisites:AEB2266 - Practice and Partnership (ECE 0-2)AEB2283 - Development

Studies 2

Description: This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to experience and investigate the systematic processes by which teachers work together to engage students in learning. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their third year project partnership. Pre-service teachers will be provided with the opportunity to observe practices, collect data, read research literature, and synthesize findings that will inform their final Project Report. As part of this unit pre-service teachers will be assessed in practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Compose a personal educational and child learning philosophy which will inform their practice;
2. Conduct a small scale research project (professional project) focusing on ways to improve teaching, learning and caring practices in early childhood;
3. Evaluate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation and in professional practice;
4. Discuss the requirements for developing a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; and
5. Take full responsibility and critically reflect upon the planning and implementation of the educational program for both the whole group and small groups of 4-5 year old children.

Class Contact: Workshop 2.5 hrs Project Partnerships: 20 days (20 days supervised teaching practice).

Required Reading: DEECD 2009, Victorian Early Years Learning and Development Framework Melbourne: VCAA. State of Victoria 2005, Putting children first, Melbourne: Government Printer. State of Victoria 2005, Joining the dots, Melbourne: Government Printer.

Assessment: Report, Report on small scale research project carried out by pre-service teachers. (1500 words), 50%. Portfolio, Submission of a portfolio based on the kindergarten placement (1500 words), 50%. Total effective word limit 3000 words for the graded assessment. Assessment in this unit involves the satisfactory evaluation of an existing early childhood program that is negotiated with the unit co-ordinator. The evaluation involves a brief literature review, observational data and their analyses, and culminates in a formal report of approximately 1500 words. Assessment also involves the completion of a case study in which the following aspects of the kindergarten placement are described and critically analysed: teaching approaches, the design of the curriculum, and reflections upon discussions with the mentor teacher. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details.

AEB3285 Inclusive Practice in Education

Locations: St Albans.

Prerequisites: AEB2266 - Practice and Partnership (ECE 0-2)

Description: This unit aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the praxis inquiry protocol encourages pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their project partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply and evaluate inclusive curriculum planning and teaching which takes account of the diversity of children's/students' abilities and of their social and cultural backgrounds;
2. Combine understanding of the developmental, curriculum, teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of an inclusive curriculum;
3. Consider and debate a range of sustainable early childhood service and classroom management practices whose goal is to engage students in learning;
4. Critically review the range of existing early childhood service and classroom management practices whose goal is to address students in a broad range of diverse individual needs. That is; giftedness, challenging behaviour, culturally and linguistically diverse and socio-economic needs;
5. Discuss and evaluate the forms of, and processes for, negotiating individual learning management plans, particularly to meet the learning and social needs of gifted and additional needs students; and
6. Discuss the diversity of human development; the likely impact of culture, family, and life experiences on learning and development.

Class Contact: Tutorial 2.5 hrs

Required Reading: Foreman, P (Ed) 2011, 3rd edn. Inclusion in action, Cengage.

Assessment: Project, Plan and implement a lesson in the partnership context, 20%. Case Study, Case Writing - 2 cases from the partnership context, 30%. Essay, Reflective Essay, 25%. Presentation, Present findings from a structured discussion with someone who has immigrated/fled to Australia, 25%. Total effective word limit 3000 words.

AEB3301 Inquiry Into Adolescent Teaching and Learning

Locations: Footscray Park, St Albans.

Prerequisites: EEC2101 - Engaging Students: High Expectations for All EEC2102 - Teaching Primary Mathematics 2

Description: This unit connects with and complements project partnerships and the pedagogical content knowledge (PCK) study being undertaken in the same semester. Pre-service teachers articulate and reflect on important questions regarding the impact of teachers' work on students' experiences of, and learning in, secondary schooling. The initiating question for the year is: how do teachers and schools achieve engaged and authentic learning for all adolescent students? Pre-service teachers investigate personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings. The focus is on inclusive education and the social, cultural, gender and spiritual diversity of students, including those from disadvantaged cohorts and those from Indigenous Australian backgrounds. Pre-service teachers also engage in critical discourse as they propose broad principles and organisational policies for teaching which take into account the range of diversity in project partnership settings. They demonstrate developing practice which takes account of student diversity by applying different strategies and a range of outcome possibilities for individuals and groups, including the principles underpinning the creation of safe and secure classroom environments. Pre-service teachers explore the principles and practices of pastoral care programs which are designed to support the wellbeing of students and their continued participation in schooling and develop strategies which encourage students to learn cooperatively with their peers in classrooms characterised by personal and cultural diversity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Make connections between the diverse learning, social and cultural characteristics of adolescent students and groups of adolescents to specific features of curriculum, pedagogy and assessment;
2. Document their developing practice in planning,

teaching and seeking different strategies and outcomes to suit the needs of individuals and groups; 3. Apply a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation; and 4. Articulate the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

Class Contact:Tutorial2.5 hrs

Required Reading:Groundwater-Smith, S., et al. (2007). *Adolescent Learners: Social and Psychological Contexts of Schooling*. Learning in the middle years: More than a transition Thomson Learning Additional online resources will be provided to students in this unit.

Assessment:Presentation, Peer teaching activity presented by a small group to peers on a topic about adolescent learners, 30%. Presentation, Peer review: formative assessment task in which peers evaluate their colleagues' presentations using formal assessment protocols, 25%. Assignment, Artefact analysis: an individual analysis of representations of adolescents in the media and elsewhere and reflection on implications for teaching, 45%. Successful completion of a mid-year project partnerships report is a hurdle requirement. Where an assessment task is based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3302 Critical Practices for Teachers in Secondary Schools

Locations:Footscray Park, St Albans.

Prerequisites:EEC2101 - Engaging Students: High Expectations for ALIEEC2102 - Teaching Primary Mathematics 2

Description:This unit connects with and complements project partnerships and the pedagogical content knowledge (PCK) study being undertaken in the same semester. Students articulate and reflect on important questions about the impact of teachers' work on students' experience of secondary schooling starting with the questions: What forms of professional collaboration support all students to learn successfully? How do teachers work together and with other professionals to support engaged and authentic student learning? Students document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on their participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs. They also explore, reflect on and articulate how theories of pedagogy are expressed in educational settings and develop succinct critical ideas of purposes and processes in teaching and learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning; 2. Articulate insights into the nature of teachers' work in a secondary school including post-compulsory pathways (VCE, VET and VCAL); 3. Use a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation, as recorded in the project partnership report; 4. Formulating professional understandings of access and success in secondary education including the post-compulsory years (VCE, VET and VCAL); and 5. Critique and articulate the educational theories underpinning the programs they work on in their educational settings.

Class Contact:Tutorial2.0 hrs

Required Reading:Australian Curriculum, Assessment and Reporting Authority (ACARA), 2010 available online at: Phase 3 - The Australian Curriculum http://www.acara.edu.au/curriculum/phase_3_-_the_australian_curriculum.html Readings will be provided and at times taken from the Regional Network for schools

in the Northern Region.

Assessment:Portfolio, Four annotated artefacts from secondary setting experience., 50%. Presentation, Applied curriculum project inquiry and evaluation., 50%. Report, End-of-year project partnership report, 0%. Successful project partnership report is a hurdle task for this unit. Where an assessment task is based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3303 Art Pedagogy and Practice for Secondary Students

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:Preservice teachers undertake a specific inquiry into the teaching of visual art pedagogy and practices. They explore the philosophical bases of the subject area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in Art Pedagogy and Practice for Secondary Students, and actively reflect on student learning. This unit of study will connect with and complement Project Partnerships. Preservice teachers will develop a theoretical and practical approach to visual art teaching and critical understanding. They will investigate: personal, school-based, creative and professional arts practices that support students' understandings of the role of art in society, both local and global. Preservice teachers will investigate community arts organisations and explore the value of collaborative school/community relationships in art projects. They will also examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in visual arts within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy documents, broaden their understanding of available arts resources and investigate the research literature.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify, interpret and evaluate specific teaching strategies related to visual arts learning; 2. Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in the arts; and 3. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within the arts.

Class Contact:Tutorial2.5 hrs

Required Reading:Sinclair, C, Jeanneret, N & O'Toole, J 2009, *Education in the arts*, Melbourne: Oxford

Assessment:Where assessment tasks are based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Visual arts presentation (2000 words or equivalent), 70%. Report, Excursion proposal report (1000 words or equivalent), 30%.

AEB3304 Drama and Dance Pedagogy and Practice for Secondary Students

Locations:Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites:Nil.

Description:In this unit, preservice teachers undertake a specific inquiry into the teaching of drama and dance. They explore the philosophical bases of the subject area, as well as investigate different strategies for developing student thinking and skills which cater to the diverse needs of students, inclusive education, the purposes

and processes of assessment and evaluation and relevant documentation. Preservice teachers are encouraged to experiment with different teaching strategies in drama, dance and performance. They develop a theoretical and practical approach to drama and dance teaching. Preservice teachers investigate personal, school-based, creative and professional arts practices that support students' understandings of the role of performance in society, both local and global. They investigate community arts organisations and explore the value of solo, ensemble and scripted / choreographed work. Important questions regarding the impact of teachers' work in dance and drama within teaching and learning in secondary contexts are examined, investigated, articulated and reflected on. An examination of state and national government policy documents broaden understanding of available arts resources and research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design and apply a teaching program for dance, drama and /or performing arts in a secondary school setting;
2. Express, in teaching practice, a philosophical stance on arts education;
3. Assess and evaluate personal and student performances in drama and dance; and
4. Apply the processes of creative engagement, particularly in ensemble, solo and scripted work.

Class Contact: Tutorial 2.5 hrs

Required Reading: Unit reader

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Presentation, Presentation of an issue of teaching and learning relevance, 30%. Performance, Major collaborative project, 70%. Total effective word limit 3000 words. .

AEB3305 English Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: Preservice teachers undertake a specific inquiry into the teaching of English. They explore the philosophical bases of the teaching of literature and literacy, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in English, and actively reflect on student learning. Preservice teachers will develop a theoretical and practical approach to literacy, English language and literature teaching and critical understanding. Preservice teachers will investigate: personal, school-based, creative, and professional literary practices that support students' understandings of the role of literacy and literature in society, both local and global. In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in English within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy and curriculum documents, broaden their understanding of available literacy, language and literature resources, and investigate the research literature for the teaching and learning of English.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate a professional and philosophical position as teachers of English in secondary schools;
2. Design and teach engaging lessons in English which cater to the needs of diverse cohorts of secondary school students;
3. Analyse differing theories of literacy acquisition and development and apply them in varying teaching

and learning contexts; and 4. Assess and evaluate the literary awareness and competency of themselves and of students in secondary schools.

Class Contact: Tutorial 2.5 hrs

Required Reading: Unit reader

Assessment: Presentation, Presentation of an English related teaching and learning arising from involvement in teaching practice, 40%. Project, Report and presentation on a question or issue to be negotiated with the lecturer., 60%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3306 TESL Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites: Nil.

Description: Preservice teachers undertake inquiry into the teaching of English as a Second Language. They engage in an historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), and investigate the nature of language and the socio-cultural context of learning and teaching ESL in Australia. They review current research of ESL and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Preservice teachers explore learner variables and cultural factors which impinge on learning and communication, and inquire into TESL-specific teaching strategies and effective practices for successful learning of the four macro-skills with grammar, vocabulary and non-verbal communication. Also included are introductions to language needs analyses and the assessment of communicative competence and language proficiency.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand the socio-cultural context of TESL in Australia, particularly in secondary school settings;
2. Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL;
3. Describe the processes and variables involved in learning English as a second (or additional) language;
4. Analyse ESL learners' language and socio-cultural needs;
5. Design and evaluate lessons and teaching programs to meet ESL learners' language and socio-cultural needs; and
6. Read, understand and relate current research of ESL to the teaching of ESL.

Class Contact: Tutorial 2.5 hrs

Required Reading: Brown, HD 2006, 5th Principles of language learning and teaching New Jersey: Prentice Hall Brown, HD 2007, 3rd Teaching by principles: an interactive approach to language pedagogy New Jersey: Prentice Hall

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Assignment, TESL teaching practice exposition and presentation (1500 words or equivalent), 50%. Report, Report and presentation of an inquiry into a negotiated language-related pedagogy and practice issue (1500 words or equivalent), 50%.

AEB3307 Health Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit preservice teachers examine, investigate, articulate and reflect on: how health education is structured within schools; health education for individuals and communities; and health education as a holistic approach using the health

promoting schools model. The unit includes: (1) consideration of health education - physical, social, psychological; (2) reflection on the provision of health education and promotion across culturally diverse communities; (3) evaluation of the health promoting schools model; (4) reflection on the provision of health services and interventions; (5) factors that support the development of secondary students' health literacy; and (6) development of classroom and school practices that support health. Preservice teachers also examine government policy documents, broaden their understanding of the range of interest groups / organisations and investigate the research literature for implementation of recent findings on health education and promotion in secondary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Use the Health Promoting Schools Model to develop strategies and programs for holistic education / promotion in secondary schools;
2. Identify, interpret and evaluate specific teaching strategies that support the development of health literacy;
3. Trial and evaluate approaches to the documentation of lesson and curriculum planning and the assessment of student learning; and
4. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.

Class Contact: Tutorial 2.5 hrs

Required Reading: A unit reader will be provided for this unit of work.

Assessment: Review, Evaluation of pedagogies: Inquiry into teaching strategies for health education/promotion, 20%. Research Paper, Praxis learning commentary on health education/promotion strategies, 30%. Portfolio, Portfolio and presentation of health education curriculum and practice in a secondary school., 50%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Hurdle tasks (participation in a range of health education activities offered in classes) (ungraded). Total effective word limit 3000 words.

AEB3308 Humanities Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit, preservice teachers undertake a specific inquiry into the teaching of the humanities (economics, geography and history) in secondary schools. They explore the philosophical approaches of the subject area and investigate different strategies for developing student thinking and skills; the purposes and processes of assessment and evaluation; and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different pedagogies in the humanities and reflect on student learning. They are introduced to a range of pedagogies and curriculum tools in order to develop a professional stance on the teaching of the humanities. Preservice teachers are encouraged to critically reflect on how we might teach the humanities in a range of educational settings with a focus on inclusive education and the diversity of students, including those from disadvantaged cohorts and Indigenous backgrounds. Preservice teachers are also given the opportunity to critically examine the place of the humanities in the context of contemporary educational debates and issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explore, reflect and articulate a professional view on the context and practice of humanities curriculum and pedagogy;
2. Cater for the diverse needs of students;
3. Critique current relevant documentation produced by government and other stakeholders; and
4. Apply an understanding of and response to different teaching strategies and the purposes and processes of assessment and evaluation within the

secondary humanities curriculum.

Class Contact: Tutorial 2.5 hrs

Required Reading: A unit reader will be available for this unit of study.

Assessment: Review, Review of humanities teaching in Australia (1200 words or equivalent), 30%. Project, Humanities project (1800 words or equivalent), 70%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3309 Information and Communication Technologies Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: In this unit, preservice teachers engage in an inquiry-oriented curriculum that contributes to the development of professional capabilities and practices required for engaging learners in middle years and secondary schools in learning about, with and through digital technologies in accordance with state and national curriculum requirements. The unit offers preservice teachers a range of innovative learning experiences that extends their digital literacy as well as their understanding of the pedagogical and socio-cultural implications of learning and teaching with digital technologies in a variety of educational contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Extend their digital literacy and develop up-to-date understanding of ICT used in homes, schools, workplaces and communities;
2. Develop functional ICT skills such as working with sound, images and video to engage secondary school students in multiliterate approaches to learning;
3. Develop strategies to address equity issues related to equal access for all students;
4. Recognise the implications of the digital divide for student learning and access to success;
5. Illustrate how ICT-enriched curricular activities can facilitate enquiry, problem-solving, critical thinking and knowledge construction in secondary settings;
6. Explore innovative uses of ICT, such as being connected across multiple dimensions, local and global communication;
7. Critically reflect on ICT-rich learning experiences, and design plans based on professional inquiry for equitable learning and innovative learning environments;
8. Conduct professional inquiries using current literature and policies on ICT pedagogies, to plan for learning experiences and activities;
9. Show how the integration of ICT can influence the restructuring / reorganisation of classrooms and schools for improved student learning and inclusive communities of learners;
10. Employ a critically reflective approach in the use of electronic information in relation to vulnerability of child / youth culture to misinformation, marketing and inappropriate relationships; and
11. Apply appropriate ethical positions and responsible behaviours associated with the use of ICT, such as network / Internet policies, copyright laws and intellectual property.

Class Contact: Tutorial 2.5 hrs

Required Reading: Online resources will be provided to preservice teachers when they begin the unit.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Project, Creation of a teaching resource, 50%. Presentation, Peer teaching and review, 25%. ICT (Wiki, Web sites), Praxis inquiry blog, 25%. Total effective word limit 3000 words.

AEB3310 LOTE Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: Preservice teachers undertake inquiry into the teaching of languages other than English in secondary schools. They explore socio-cultural context of languages in Australia and globally and the rationale and philosophical bases of LOTE teaching and learning and its place and structure in state and national school curriculum. They research theories of language acquisition and investigate students' acquisition of LOTE. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students in LOTE, catering for their diverse needs and interests and reflect on student learning. They will inquire into discipline-specific teaching strategies and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand the socio-cultural context of LOTE in Australia, particularly in secondary school settings;
2. Demonstrate knowledge of how students learn language;
3. Demonstrate knowledge of LOTE curriculum in secondary schools and effective teaching strategies and practices for LOTE;
4. Use their knowledge of the main features of language to plan, teach and reflect on lessons and sequences of lessons that engage students in the learning of a LOTE; and
5. Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: Tutorial 2.5 hrs

Required Reading: Ur, P 1997, *A course in language teaching*, Cambridge University Press

Assessment: Assignment, LOTE teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into LOTE teaching and learning (1500 words or equivalent), 50%. Normally assignments will relate to practicum experience and students taking this unit must be concurrently enrolled in AEB3301 or AEB3302. When this unit is delivered in site-based mode, one assessment task will be negotiated as a project in the school or learning setting and 100% attendance is a requirement for satisfactory completion of the assignment.

AEB3311 Mathematics Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit preservice teachers undertake inquiry into the teaching of mathematics in secondary schools. They explore the philosophical bases of the subject and its place and structure in state and national school curriculum. They investigate secondary students' developing mathematical thinking, reasoning and problem-solving, making connections with primary school mathematics curriculum and practice. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students of different school year levels, catering for their diverse needs and interests. They engage with a range of processes for assessing learning to develop understanding of its purpose in mathematics teaching and learning and for accreditation in the senior secondary years. Preservice teachers inquire into discipline-specific teaching strategies and effective practices for successful learning in secondary mathematics, including selecting effective mathematics learning tasks and student investigations, using appropriate mathematical representations and using digital tools and materials to support

mathematical inquiry and thinking. Through their inquiry of mathematics pedagogy preservice teachers deepen their mathematical knowledge making connections between concepts and topics in mathematics and with the real world.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain how secondary students learn mathematics;
2. Demonstrate understanding of the mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum;
3. Plan purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
4. Monitor and assess student learning;
5. Refresh and improve their own understanding of mathematical concepts and skills; and
6. Evaluate their planning and teaching of mathematics.

Class Contact: Tutorial 2.5 hrs

Required Reading: Goos, M, Stillman, G & Vale, C 2007, *Teaching secondary school mathematics: research and practice for the 21st century*, Crows Nest, NSW: Allen and Unwin.

Assessment: Report, Learning cycle report (900 words or equivalent), 30%. Assignment, Annotated collection of teaching resources and artefacts (1500 words or equivalent), 50%. Report, Pedagogical content knowledge report and presentation (600 words or equivalent), 20%.

AEB3312 Media Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in media studies in secondary contexts. Preservice teachers will develop a theoretical and practical approach to media experiences and critical understanding. They will investigate: personal, school-based, creative, and professional multimedia practices that support students' understandings of the role of the media in society, both local and global. Pre-service teachers will investigate community media organisations and explore the value of collaborative school/community relationships in multimedia projects. The unit includes: (1) an examination of a general model for learning within a media-based context; (2) implementation of differentiated teaching and assessment based on current educational guidelines; (3) classroom environment management in secondary school settings; and (4) the use of technology to facilitate learning. Preservice teachers will also examine local and national government policy documents, broaden their understanding of available media resources and investigate the research literature.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify, interpret and evaluate specific teaching strategies related to media studies;
2. Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in media studies; and
3. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within media studies.

Class Contact: Tutorial 2.5 hrs

Required Reading: Sinclair, C, Jeanneret, N & O'Toole, J 2009, *Education in the arts* Oxford University Press. Edwards, LC 2006, *The Creative arts: a process approach for teachers and children*, Upper Saddle River NJ: Pearson Education. Frau-Meigs, D 2006, *Media education: a kit for teachers, students, parents and professionals*, Paris: UNESCO Publications.

Assessment: Report, Evaluation of local media facility (or organisation) as a setting for student learning (1000 words or equivalent), 30%. Presentation, Media teaching practice exposition (2000 words or equivalent), 70%. Presentation Pre-service teachers will document their media understanding, culminating in an exhibition, performance (group and/or individual) or presentation which documents their personal media literacy development over the semester (2000 word limit).

AEB3313 Music Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites: Nil.

Description: Preservice teachers undertake inquiry into the teaching of music in secondary schools. They explore the socio-cultural context of music and the philosophical bases of the discipline and its place and structure in state and national school curriculum. They investigate students' engagement with music and how students learn the skills, knowledge and understanding of music and develop and use creative processes for musical performance. Preservice teachers are encouraged to experiment with a range of teaching strategies and learning experiences to engage secondary students with diverse needs and interests in music and reflect on student learning. Preservice teachers will inquire into discipline-specific teaching strategies and effective practices for successful performance of a range of music forms and styles, and for interpretation and critique of music artworks.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Understand the socio-cultural context of teaching music in schools in Australia, particularly in secondary school settings; 2. Describe the processes and variables involved in learning to interpret and perform musical works; 3. Plan, implement and reflect on lessons and other learning experiences; 4. Monitor and assess student learning of music; and 5. Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: Tutorial 2.5 hrs

Required Reading: Katz, M 2005, 1st edn, Capturing sound: how technology has changed music, University of California, Berkeley. Frith, S (ed) 2004, 1st edn, Popular music: critical concepts in media and cultural studies, Routledge. London

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Music teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into music teaching and learning (1500 words or equivalent), 50%.

AEB3314 Outdoor Education Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites: Nil.

Description: This unit of study will provide preservice teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom

management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand the aims, approaches and resources relevant to the unit of study, especially as outlined in the Victorian Essential Learning Standards, VCAL and the VCE; 2. Record outdoor education teaching experiences; 3. Inquire into current issues in outdoor education; and 4. Articulate values and philosophies associated with outdoor education.

Class Contact: Tutorial 2.5 hrs

Required Reading: Graham, J 1997, Outdoor leadership: technique, commonsense and self confidence, Washington: The Mountaineers Priest, S & Gass, M 1998, Effective leadership in adventure programming, USA: Venture Publishing Victorian Bushwalking and Mountain Craft Training Advisory Board 2000, Bushwalking and mountain craft leadership, Melbourne: Melbourne Department of Sport and Recreation Hunt, JS 1990, Ethical issues in experiential education, The Association for Experiential Education, Kendall/Hunt Publishing Dubuque Johnson, D & Johnson, F 1997, 6th edn, Joining together group theory and group skills, Boston: Allyn & Bacon

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, Report on experiences of outdoor education teaching (1500 words or equivalent), 50%. Report, Report and presentation of an inquiry into an issue in outdoor education (1500 words or equivalent), 50%.

AEB3315 Physical Education Pedagogy and Practice for Primary Students

Locations: Footscray Park, One component of this unit will be delivered in site-based unit at a school or other learning setting..

Prerequisites: Nil.

Description: In this unit of study preservice teachers will engage in an inquiry-oriented curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in the primary and middle years of schooling in the domain of physical education. The unit will offer preservice teachers a range of innovative learning experiences that will extend their practice capabilities in partnership with their understanding of the pedagogical and socio-cultural implications of learning and teaching physical education in a variety of educational contexts. Through a range of learning activities, including school-based small-group teaching activities, the unit will engage students in the following concepts: (1) curriculum and planning processes used to teach PE in the government sector will be detailed and analysed using AusVELS based on the new Australian Curriculum; (2) specific information regarding the current instructional models used both in the Australian setting and throughout the world for teaching physical education to students in the middle years (upper primary and lower secondary); (3) an overview of the main teaching styles and pedagogical models adopted within the delivery of physical education in the middle years; (4) A focus on maximising engagement in

physical education.;(5) examination of techniques and approaches to management within the physical education teaching environment. Procedures associated with rules, routines, discipline and positive engagement will be discussed. Specific systems used currently within the teaching profession will be also be detailed; (6) students will complete site-based sessions focusing on facilitating involvement of Year 5 and 6 students in a practical school sport program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Use a range of physical education pedagogical approaches and strategies to respond to the diverse needs of learners in a variety of educational settings;
2. Engage with the academic literature to maintain a critical perspective related to the purpose and practice of physical education in schools and the broader society;
3. Work autonomously and collaboratively with peers and professionals in the field to problem-solve issues related to the effective engagement of primary and middle years students to facilitate their learning and other social practices; and
4. Demonstrate the integration of concepts taught in this unit by engaging in innovative Physical Education Program Planning.

Class Contact: Seminar 2.5 hrs

Required Reading: To be provided by the lecturer.

Assessment: Project, Planning for PE, 60%. Presentation, Strategies for maximizing engagement in physical education, 20%. Project, Site-based school sport program, 20%. Total effective word limit 3000 words.

AEB3316 Psychology Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites: Nil.

Description: Preservice teachers undertake a specific inquiry into the teaching of psychology. They explore the philosophical bases of the subject area, as well as investigate different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation, and relevant documentation, eg. VELS, VCE study designs and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different teaching strategies in the area of psychology and reflect on student learning. This unit will provide preservice teachers with an understanding and familiarity of the current course content and state and national curriculum guidelines (VCAA and ACCA) for successful implementation of the curriculum for Psychology Units 1-4. Preservice teachers will develop the skills to enable them to participate as competent and reflective psychology teachers in secondary schools. A focus of the unit is to provide preservice teachers with the skills and resources to develop and deliver quality lessons to their learners. They will be expected to develop the practical skills necessary for successful implementation of the theoretical concepts studied within the unit. Preservice teachers will develop the skills necessary to plan, develop and implement suitable assessment tasks which satisfy the requirements set by secondary accreditation authorities (VCAA).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of the curriculum;
2. Plan purposeful lessons that motivate students, foster psychological thinking and generate specific student learning outcomes;
3. Monitor and assess student learning;
4. Demonstrate their own deeper understanding of psychological concepts and skills;
5. Demonstrate skills

in evaluating their planning and teaching of psychology; 6. Communicate effectively as a professional and as a citizen; and 7. Work both autonomously and collaboratively as a professional.

Class Contact: Tutorial 2.5 hrs

Required Reading: Department of Education & Training 2005, Principles of learning and teaching P to 12 learning change program, Victorian Government, Melbourne VCCA 2005, Victorian Certificate of Education (VCE), Victorian Curriculum and Assessment Authority, Melbourne VCAA 2005, Victorian Essential Learning Standards (VELS), Victorian Curriculum and Assessment Authority, Melbourne. VIT 2003, Standards of professional practice for full registration approved, Victorian Institute of Teaching, Melbourne.

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, An investigation and report into pedagogy for psychology, 50%. Report, A report on the planning and teaching of psychology, 50%. Total effective word limit 3000 words.

AEB3318 Learner Welfare and Wellbeing

Locations: Footscray Park, St Albans. In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

Prerequisites: Nil.

Description: Preservice teachers will undertake a specific inquiry into the current and emerging issues related to learner welfare and wellbeing by exploring contemporary literature and evaluation of current practices used in schools. They will explore the educational structures and models used for supporting learners, focussing on pastoral care, career counselling, mentoring, resilience development and inter-professional collaboration. Preservice teachers will develop key understandings and insights into the collaborative roles of and between school personnel, the family and communities in the provision of pastoral and supportive care to learners. This unit will provide preservice teachers with an understanding of key current perspectives and practices of the schools' role in the provision of welfare services to learners. Preservice teachers will develop a familiarity with the processes and systems involved and required to respond effectively and appropriately to the needs of learners who present with complex issues that may arise out of their interactions and relationships with the school, the family and the community. A focus of the unit is to develop best practice skills particularly for working with young people in schools. Such skills include: managing and establishing groups, understanding group dynamics, negotiating positive group behaviour, conflict resolution and counselling and interprofessional collaboration. Preservice teachers will develop an appreciation for the appropriate support, collaboration and partnership that takes place between the school, the community, community services, welfare organisations and other agencies. In addition, this unit will examine the roles, responsibilities and ethical considerations of teachers in direct service delivery work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Solve problems related to the welfare needs of young people and their families;
2. Critically evaluate the relevant policy directions and existing models of student welfare that support the provision and management of sensitive data;
3. Engage with and create a range of verbal and written texts for effective communication in a schoolbased setting;
4. Work autonomously to develop strategies required to deal with issues that affect young people in schools;
5. Work collaboratively to facilitate and coordinate family and community support for learners in schools;
6. Work with young people in schools in culturally responsive ways;
7. Manage data in an ethical manner that reflects a working knowledge of privacy issues in relation

to young people in schools; and 8. Apply current knowledge and develop deep critical understanding of contemporary practices in the field of student welfare and wellbeing.

Class Contact:Tutorial 2.5 hrs

Required Reading: Department of Education and Early Childhood Development, Victoria 2008, Effective strategies to increase school completion report, Melbourne: DEECD Hartley R & Wolcott, I 1994, The position of young people in relation to the family, Hobart: NYARS Luxmoore N 2000, Listening to young people in school, youth work and counselling, London: Jessica Kingsley Publishers Nixon D & O'Brien A 2008, Searches for self, working with young people in Australia, David Barlow Publishing Waker, L & Rowling, L 2002, Debates, confusion, collaboration and emerging practice, Australia: McGraw Hill

Assessment:Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, Investigation and report into a school's student welfare policies and programs, 50%. Review, An inquiry into the programs that support learner welfare and wellbeing, 50%. Total effective word limit 3000 words.

AEB3319 Technology and VET Pedagogy and Practice for Secondary Students

Locations:Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites:Nil.

Description: In this unit of study preservice teachers will be provided with the opportunity to explore and review the conditions and expectations necessary for effective learning and teaching in VETiS or technology context. In considering the nature and expectations of technology education, preservice teachers will be invited to investigate the requirements and the possibilities for technology education. Preservice teachers will be supported in their development of relevant and potentially successful approaches to teaching in a technology classroom and reflect upon experiences as a means of enhancing professional insights. In consideration of the nature of pedagogy in technology and VETiS, preservice teachers will examine, investigate, articulate and reflect on theory and practice relevant to the specific dimensions of learning and teaching. The unit, therefore, includes: (1) an examination of a general model for teaching technology content and concepts; (2) an in-depth exploration of the needs and opportunities presented to the technology educator; (3) implementation of competency-based delivery and a vocational focus; (4) understandings of the requirements of delivery of vocational education and training – competency and accountability; (5) provision of a safe and secure classroom environment and the development of in-class relationships which supports learning; (6) classroom environment procedures to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (7) the use of technology to facilitate learning for students. Preservice teachers will also examine government policy documents, broaden their understanding of available resources that include industry organisations and subject associations as well as investigate the research literature pertaining to technology and vocational education.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify, interpret and respond to potential challenges and opportunities, as well as the mandated curriculum and assessment requirements presented to teachers and students in technology and VETiS learning environments 2. Trial approaches to the documentation of lesson and curriculum planning and the assessment of student

learning; 3. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice; 4. Explore pathways to meet diverse students' needs; 5. Provide a safe, secure and supportive classroom environment.

Class Contact:Tutorial 2.5 hrs

Required Reading:Relevant and current readings will be provided in class throughout the duration of the unit.

Assessment:Assignment, Annotated unit of teaching, 60%. Review, Review and critique of technology or VETiS classes, 40%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3320 Teaching Students With Special Learning Needs

Locations:Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

Prerequisites:Nil.

Description: In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the provision of appropriate environments to the special learning needs of students who are from the extremes of the ability continuum, ie. intellectually gifted and talented, and the range of disabilities. This unit will focus on developing knowledge and skills to teach students with special learning needs who are in mainstream schools and classrooms. The unit includes: (1) an examination of a general model for teaching learners with special learning needs; (2) the use of the learning characteristics of students with special learning needs to identify the most appropriate instructional and pedagogic procedures; (3) implementation of differentiated teaching and assessment based on identified categories of gifted and talented learning (eg. verbal gifted knowledge, mathematical gifted knowledge, nonverbal gifted knowledge) and disability needs (eg. hearing or vision impaired); (4) the influence of culture on gifted and talented teaching procedures (eg. teaching indigenous gifted students, students from other cultures); (5) provision of a safe and secure classroom environment and the development of in-class relationships that support learning; (6) identification of the learning characteristics of gifted learning disabled students to facilitate the provision of a range of appropriate pedagogical approaches; (7) classroom environment procedures likely to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (8) the use of technology to facilitate learning for students with special learning needs from both extremes of the continuum. Preservice teachers will also examine government policy documents, broaden their understanding of available support facilities that include parent groups, school principals and particular associations (eg. CHIP foundation), and investigate the research literature for implementation of recent findings for each extreme of the ability spectrum.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify, interpret and evaluate specific teaching strategies related to the special needs of students in a classroom setting; 2. Trial approaches to the documentation of lesson and curriculum planning associated with students with special learning needs in a classroom setting; 3. Critically evaluate assessment approaches commonly used for students with special learning needs in a classroom setting; 4. Demonstrate an integrated approach to working with students with special learning needs in a classroom setting; and 5. Use a range of approaches to reflect on and improve personal teaching practice associated with the special learning needs of students in a classroom setting.

Class Contact:Tutorial 2.5 hrs

Required Reading: Foreman, P 2008, 2nd edn, *Inclusion in action* South Melbourne: Thomson Learning Australia

Assessment: Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Project, A documented reflective commentary and critical evaluation into the practice/observations in an appropriate special learning needs environment, 40%. Other, A collection of artefacts that demonstrate and reflect knowledge and skills for providing a special learning needs environment, 60%. Total effective word limit 3000 words.

AEB3321 Learning in a Globalised World

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit of study preservice teachers examine, investigate and reflect on concepts and issues relating to learning in a globalised world. Preservice teachers are encouraged to develop an understanding of the connection between the economy and education through an analysis of themes and case studies relating to issues such as: the knowledge economy, the environment, poverty and inequality, the internationalisation of the curriculum, and shrinking of the world through the information communication technologies. Preservice teachers develop a theoretical and socio-cultural explanation of their understanding of globalisation and its impact on Australian education. In order to develop a critical understanding of globalisation, preservice teachers investigate the historical background of globalisation theory and its validity and examine government documents, research literature, and the popular media in order to build their understanding of globalisation. At the completion of this unit of study preservice teachers are encouraged to articulate a personal and professional stance on the implications of learning in a globalised world. Preservice teachers are also encouraged to critically analyse and reflect on the impact of a globalised world on their Project Partnership setting. Some examples of the issues that they might reflect upon include: inclusive education, the diversity of students, including those from disadvantaged cohorts, and those from indigenous backgrounds.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Articulate a theoretical and socio-cultural explanation of globalisation and its impact on Australian education; 2. Connect the historical background of globalisation theories and educational contexts; 3. Identify a personal and professional stance about the implications of learning in a globalised world within educational settings; and 4. Critically analyse and reflect on the impact of a globalised world on their Project Partnership setting.

Class Contact: Seminar 2.5 hrs

Required Reading: A unit reader will be developed for this unit of study.

Assessment: Essay, An investigation and report, 30%. Assignment, An annotated collection of artefacts, 60%. Journal, Ten brief reflections on tutorial discussions, 10%. Total effective word limit 3000 words.

AEB3332 Science Pedagogy and Practice for Secondary Students

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit, preservice teachers analyse the curriculum, pedagogy and practice required for the effective teaching of science in a secondary environment. This is facilitated through an analysis of state and national curriculum documents and the impact of these educational directives on the teaching and learning of science in a secondary environment. The features, demands and impact of international and research studies on the teaching and learning of science in years 7-10 are

also examined. Issues around assessment, including formative and summative assessment strategies, are also analysed. Preservice teachers are encouraged to experiment with a range of teaching strategies and alternative learning environments to engage secondary students of different school year levels, catering to their interests, diverse needs and abilities. Aspects associated with the setting up of a safe and successful learning environment are analysed, including access to, and provision of, appropriate support material, ICT, online resources and examples of current successful curriculum practice. Preservice teachers also learn about supporting students' science career pathways.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain how students in the middle and senior years can be engaged in learning science through alternative mediums;
2. Apply different mediums to provide for a range of student abilities and interest levels;
3. Recognise the place of various government initiatives and varying educational theories in the development of a science-based education that accommodates all students learning approaches;
4. Plan purposeful lessons that motivate students, foster high level thinking skills, and generate specific student learning outcomes;
5. Monitor and assess student learning;
6. Improve personal understanding of scientific concepts and skills; and
7. Evaluate the planning and teaching of science.

Class Contact: Tutorial 2.5 hrs

Required Reading: A unit reader will be developed for this unit of study.

Assessment: Report, Report on school experience, 20%. Assignment, Development of a unit of work, a resource or a combination of both, 60%. Review, Peer and lecturer evaluation of micro-teaching, 20%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

AEB3801 Youth Policy and Civics

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is constructed around an inquiry by students into youth policy by firstly understanding the social and economic context in Australia and globally that frames our economy and society. This unit considers postmodern social theory to questions of social justice and social action. Students will explore the connection between public policy and youth work and in particular the relationship between government youth policy and the funded youth programs of government. Students acquire the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. They will study state and federal youth policy, how policy is made, and how policy intersects and underpins the activities of youth workers. The unit also explores the context, development and implementation of social policy and its relationship to civics education in Australia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique the broad parameters of the study of social policy;
2. Articulate how youth policy impacts on young people, youth workers, teachers and service providers in local and national communities;
3. Analyse the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes;
4. Determine the role of policy in constructing a fair society and evaluate the importance of understanding policy mechanisms in the constructs of civics education globally in our society;
5. Articulate their development of skills and knowledge about the theory/s that underpin and involves youth policy; and
6. Adapt

knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

Class Contact:Lecture 1.0 hr/Tutorial 2.0 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Links to readings as outlined on VU Collaborate.

Assessment:In addition to the graded assessments, all students must complete a hurdle task which consists of a group presentation on a current 'youth issue'. Essay, What is youth policy and how does it influence the work of youth workers?, 30%. Report, A major analysis of a youth policy, 70%. Total effective word limit 3000 words.

AEB3802 Professional Culture and Collaboration

Locations:Footscray Park.

Prerequisites:Nil

Description:This unit aims to introduce students to the theory and practice of inter-professional collaboration as a practice framework and method for working across disciplines to improve outcomes for young people. It provides students with an understanding of professional collaboration as a framework for engaging with other professionals such as teachers, policy planners, community development workers and health and legal personnel. The unit aims to develop a better understanding of collaboration and the principles and processes that underpin it. Students develop skills and knowledge of planning and learn to establish effective partnerships with key stakeholders, so as to better manage the competition that might arise, and drive a vision that is youth-orientated.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conceptualise how professional frames of reference influence perspectives and practices when working with young people with complex needs;
2. Develop frameworks for practice that facilitate effective collaboration among the various professionals that often engage in complex work with young people;
3. Demonstrate a range of effective communication and collaborative skills which facilitate inter-professional collaboration;
4. Investigate the principles, benefits and challenges of inter-professional collaboration and inter-disciplinary service provision;
5. Identify an issue or complex problem affecting young people and participate in a disciplinary team to develop an effective inter-disciplinary approach to address the problem;
6. Critically reflect on their own learning and the process of collaboration as they experience and observe it in their class teams and in their agency placement; and
7. Evaluate current collaboration practice models.

Class Contact:Tutorial 2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by your Lecturer.

Assessment:In addition to the graded assessment tasks, all students must complete a hurdle task which requires them to work with their project group teams to facilitate a formal meeting of group members in each class session. Report, Analysis of theories of professional collaboration, 25%. Report, In assigned groups, students will investigate an issue and develop a collaborative/multi-disciplinary response., 50%. Report, Students will write a report reflecting on the theories and practice of professional collaboration and their learning in this subject., 25%. Total effective word count 3000 words.

AEB3803 Professional Practice 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:Professional Practice provides the authentic context for a collaboration of

student youth work practitioners, their community sector mentors and the university, to understand and enhance youth work professional practice. The practical experiences of student youth workers in partnerships are also the basis of their critical reflection and theorising on practice, which leads to sustainable improvement and change. Professional Practice is an opportunity for students to participate in a range of specific program or projects that youth services offer such as FReeZA events, after school programs, sports programs and community recreation programs, National Youth Week, School Holiday Programs, Camps, Youth Conferences or summits and much more. Undertaking a variety of experiences in line with emerging interests allows a student to reflect on the breadth of the industry and the diverse opportunities available to them as a Youth Worker. Students will need to document their experiences by creating a reflective journal. As each placement is unique, students are required to negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to reflect on their practice.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Demonstrate a range of engagement skills for working with and supporting vulnerable young people;
2. Contextualise and apply the theoretical knowledge and skills of youth work in a practical setting to an industry standard;
3. Articulate the present and emerging issues of the youth work sector and their impact on supporting young people; and
4. Develop and expand awareness of programs and services delivered to young people.

Class Contact:Seminar 1.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings as suggested by your Lecturer.

Assessment:Journal, Reflective practice report 1, 25%. Journal, Reflective practice report 2, 25%. Report, Youth Work Sector Report, 40%. Practicum, Placement Supervisor Report, 10%. There are also two hurdle tasks that must be completed in this unit: 1. Work Integrated Learning Agreement signed by Host Organisation, 2. Working with Children's Check (WWCC) Total effective word count 3000 words.

AEB3804 Research and Young People

Locations:Footscray Park.

Prerequisites:AEB3803 - Professional Practice 1

Description:This unit of study introduces students to action-based research in youth, education and community-focused settings by their placement in such settings. Students plan and implement a specific activity based on a literature review and participation in professional practice. Students are expected to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study encourages students to work together in co-operative groups, whilst also assisting them to be reflective practitioners; our ability as professionals to reflect, evaluate and improve our work practices is essential. This unit is designed to provide students with an understanding of the different research tools and how to apply them.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the importance of being a reflective practitioner within a local and global community context;
2. Design and apply evaluation tools for a range of programs and community research;
3. Critically review a range of research tools and implement with an understanding of the need to balance intricacies of individual and public good
4. Review examples of research proposals and reports that contribute

to work and community networks 5. Evaluate and analyse relevant literature that is useful to and identifies good practice; in youth work, community and professional practice debates.

Class Contact:Tutorial 2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by the Lecturer.

Assessment:Literature Review, Developing a program for young people, 30%.

Literature Review, A review of youth development work or topic area relevant to major research, 50%. Exercise, In class tasks, 20%. Total effective word count 3000 words.

AEB3805 Youth Policy, Civics and Culture

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit aims to provide students with the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. It looks specifically at the role of local government as an important player in shaping local communities and in supporting and connecting federal, state and community run services and activities within the community. As the third level of government, local government is often poorly understood and its impact on communities and their young people greatly underestimated. This unit allows students to gain insights into the council's role as a key planner for local, natural and built environments and the community, and a provider of many local essential services, many of which play important roles in the lives of young people who live, go to school or recreate in that municipality. This unit seeks to provide an understanding of these impacts, their particular significance for young people, and how policy might shape them. The unit assessments also offer opportunities for students to demonstrate growing capabilities in becoming confident creative lifelong learners who can use their inter-cultural understanding of themselves and others to critically evaluate policies that enable or disable young people's civic and human rights. As such, students learn to become politically engaged and ethical citizens who are inter-culturally aware and respectful to the diversity of their local communities and understand the intricacies of balancing between individual and public good.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate local government in Victoria: its functions, structure and operation including the intricate balance between the needs of the individual and public good;
2. Critically review Local government's relationship with community and other levels of government;
3. Articulate an understanding of local governments' impacts, interactions and roles with young people; and
4. Conceptualise the role of local government youth services; and the processes and systems used for youth policy and planning at local government level.

Class Contact:Seminar 2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications As advised by your Lecturer.

Assessment:In addition to the graded assessments, students must complete a hurdle task which comprises attendance at a local council meeting and then a report back to peers in class. Essay, A critical evaluation of a Local Government's approach to service delivery and the participation of young people in governance., 30%. Essay, Select a Government Youth policy and analyse its effectiveness to empower young people., 70%. Total effective word limit for the three tasks is 3000 words.

AEB41 10 Change and Social Justice

Locations:Footscray Park, St Albans.

Prerequisites:AEB3301 - Inquiry Into Adolescent Teaching and Learning AEB3302 - Critical Practices for Teachers in Secondary Schools For students enrolled in ABED and HBED: AEB3301 Inquiry into Adolescent Learning and Teaching and AEB3302 Critical Practices for Teachers in Secondary Schools.

Description:In this unit, students commence the final stage of their preparation to enter the teaching profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, schools and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their Year 4 project partnerships.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Express a personal education philosophy that will inform their practice as they enter the profession;
2. Form a successful relationship with a mentor teacher, based on a professional discourse about teaching and learning;
3. Plan for taking responsibility for a whole class of school students in extended practice in Semester 2; and
4. Employ a range of approaches used by the competent professional teacher to reflect on, and improve practice, especially in ongoing planning and evaluation.

Class Contact:Seminar 2.5 hrs

Required Reading:McKenna, T Cacciattolo, M & Vicars, M 2013, Engaging the Disengaged, Cambridge, Melbourne. AITSL/2015

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list> Australian Professional Standards for Teachers AITSL McKenna, Cacciattolo, Vicars/2013 Engaging the Disengaged Melbourne/Cambridge University Press

Assessment:Experience in Project Partnerships informs all assessment tasks in this unit. Review, Review of readiness to teach, 30%. Assignment, Professional development action plan, 25%. Exercise, Documenting understandings with reflective annotations & commentary, 45%. Successful completion of this unit also requires: 1. Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan. Total effective word limit 3000 words.

AEB41 69 Mathematics and Numeracy in Primary

Locations:St Albans.

Prerequisites:Nil.

Description:This unit aims to assist pre-service teachers to develop their knowledge and understanding of the development of children's numeracy and mathematical understandings and skills and an ability to plan effectively to fully develop children's learning of mathematics. The unit aims to link the learning and development of mathematics and numeracy in early childhood programs to the curriculum and teaching in primary schools.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify the complex link between a child's life experiences, individual growth, family background and the development of mathematical understanding and skills;
2. Demonstrate an understanding of numeracy and mathematics processes for young children;
3. Show how technology can be used to support and enhance young children's numeracy and mathematics development;
4. Apply principles how children learn to planning appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematics learners, and consistent with AusVELS Mathematics Standards; and
5. Develop experiences for small group work and whole class discussion in mathematics learning in which the role of active participation and social interaction with other students is demonstrated.

Class Contact:Tutorial 3.0 hrs

Required Reading:Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S. & Bennett, S., 2012 *Helping Children Learn Mathematics*, Australian Milton, QLD: Wiley. If you already purchased the text listed above you do not need to purchase a new copy.

Assessment:Assignment, Critique of one high quality unit for teaching primary school mathematics (900 words), 30%. Report, Workshop and report on teaching and learning mathematics (1200 words), 40%. Report, Mathematical investigation and discussion (900 words), 30%. Plus report of satisfactory participation in partnership activities as detailed in The Essentials Year 3. Total effective word limit 3000 words for the graded assessment.

AEB4171 Humanities in Primary

Locations:St Albans.

Prerequisites:AEB2266 - Practice and Partnership (ECE 0-2)

Description:This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of humanities with a focus on students in the primary years of schooling, AusVELS Foundation Level through to Level 6. This will be combined with an introduction to the AusVELS Information Communication Technology (ICT) curriculum.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Conceptualise the complexities of the AusVELS humanities-history (Foundation to Level 6) curriculum by reflecting on the teaching of concepts such as continuity and change, time as present, past and future;
2. Formulate a range of teaching approaches for the content of geographical knowledge and understanding, geospatial skills and environmental issues, sustainability and societal changes;
3. Argue for the relevance of ICT as an interdisciplinary domain, including a historical overview of technology development and ways people communicate locally and globally;
4. Investigate the most appropriate teaching and assessment strategies relevant to humanities-history, geography and ICT domains; and
5. Reflect upon the ways in which you are aware of inclusive teaching and learning principles in relation to humanities-history, geography, civics and citizenship, economics, business and ICT domains.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:A collection of readings focussed on each Humanities area will be available on e-reserve and/or a Libguide.

Assessment:Report, Construct a sequential curriculum unit with assessment for each domain of humanities/history, geography and ICT., 70%. Presentation, Explain how you devised the content for your designated class for the curriculum unit, including teaching & learning strategies & assessment., 30%.

AEB4210 Practice in Partnership

Locations:Footscray Park, St Albans.

Prerequisites:For ABED and HBED students: AEB3301 Inquiry into Adolescent Learning and Teaching and AEB3302 Critical Practices for Secondary Teachers.

Description:In this unit, preservice teachers undertake an extended and continuous period of teaching in a primary school. They take increasing responsibility for the classroom program, as professional competence develops and manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague). They also meet regularly with mentors to monitor their developing competence and confidence as a preservice teacher.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Meet the professional requirements of the graduating teacher as indicated by the Victorian Institute of Teaching Professional Standards for Graduating Teachers from learning-focused relationships with students;
2. Perform the duties of a graduating teacher and demonstrate their readiness to teach, to the satisfaction of the assigned mentor teacher(s) and university mentor(s); and
3. Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Class Contact:Workshop2.0 hrsNo classes for ABED students 7 weeks of 2 hour seminars for ABEC students

Required Reading:Australian Institute for Teaching & School Leadership 2013, Professional Standards for Teachers: Graduates, retrieved from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers> Department of Education & Early Childhood Development 2013, Early Childhood Learning, retrieved from <http://www.education.vic.gov.au/childhood/professionals/learning/Pages/default.aspx>

Assessment:Portfolio, Professional portfolio: demonstration of competence to teach, 100%. To pass this unit, the graduating student must have: 1. A 'Satisfactory' project partnership report confirming their readiness to teach; and 2. A satisfactory Applied Curriculum Project (ACP) report 3. At least a pass grade in the professional portfolio. Total effective word limit 3000 words. .

AEB4211 Joining the Profession

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It is workshop-based and enables Year 4 preservice teachers to work with colleagues, principals, other school leaders and teachers in completing graduation requirements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines;
2. Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;
3. Articulate an understanding and acceptance that contemporary Australia is founded on 60,000 years of Indigenous Australia, and the histories and aspirations of Indigenous Australia must be spoken about in Australia's schools;
4. Prepare a convincing application for relevant teaching in educational settings;
5. Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Melbourne: Victorian Institute of Teaching

Assessment:Portfolio, Professional portfolio, 100%. The graduating teacher is required to present a formal professional portfolio that demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. Assessment in this unit documents preservice teacher practice and reflection on practice. Practice in AEB4210 informs the preparation of the final portfolio. Satisfactory completion of

the project partnerships placement is a hurdle requirement. Total effective word limit 3000 words.

AEB4212 Joining the Teaching Profession

Locations:St Albans.

Prerequisites:Nil.

Description:This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically analyse, their understanding of the legal and organisational responsibilities required of the beginning teacher in primary school settings
2. Articulate an understanding of the organisational and system conditions of teacher's work needed to make judgements about possible employment situations
3. Prepare a convincing application for relevant teaching in educational settings

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Churchill, R Ferguson, P Godinho, S Johnson, NF Keddie, A Letts, W Mackay, J McGill M Moss, J Nagel, MC Nicholson, P & Vick, M 2011, Teaching - Making a difference, Wiley/Australia. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Churchill, R Ferguson, P Godinho, S Johnson, NF Keddie, A Letts, W Mackay, J McGill M Moss, J Nagel, MC Nicholson, P & Vick, M 2011, Teaching - Making a difference, Wiley, Australia. Report, Group activity to respond to the perceptions of the profession, 30%. Assignment, Developing a resume and application in response to a perceived advertised position, 70%. Successful completion of this unit also requires: 1. Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. To pass this unit, the single professional portfolio completed in the second semester of Year 4, which forms the basis of the interview, will also need to show that the graduating teacher has applied ICT in support of student learning. Total effective word limit 3000 words for the graded assessment.

AEB4250 Professional Orientation

Locations:Footscray Park, St Albans.

Prerequisites:Students must complete either AEB1101 or AEB1103 as a pre or co-requisite.

Description:This unit gives pre-service teachers an opportunity to undertake a critical overview of teachers' professional responsibilities. The emphasis is on ensuring that graduating pre-service teachers are aware of the organisational and legal conditions of teachers' work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues in leadership teams.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching

Professional Standards for Graduating Teachers; 2. Explain the legal and organisational responsibilities required of the graduating teacher; and 3. Confidently articulate the understanding of the organisational and systemic conditions of teachers' work needed to make judgements about possible employment situations.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Melbourne: Victorian Institute of Teaching.

Assessment:Portfolio, Professional portfolio, 100%. Report, Year 4 end-of-year project partnership report, 0%. The graduating teacher is required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made during the final practicum. A satisfactory end-of-year project partnerships report is a hurdle requirement for this unit. Total effective word limit 3000 words.

AEB4251 Understanding the Teaching Profession

Locations:St Albans.

Prerequisites:Nil

Description:This unit gives pre-service teachers a critical overview of teachers' professional responsibilities as preschool directors and teachers and staff in schools and in school systems. The emphasis of the unit is ensuring that graduating pre-service teachers are aware of the organisational and legal conditions of teachers' work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues with both schools and early childhood leadership teams.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education
2. Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Project, Small groups of students to select topics that relate to primary placement, research and present findings., 30%. Assignment, Analysis of a topic that is related to primary teaching, 70%. Total effective word limit 3000 words for the graded assessment.

AEB4268 Practice in Partnership 2 (ECE 0-6 Years)

Locations:St Albans.

Prerequisites:AEB3184 - Curriculum TheoryAEB3268 - Practice in Partnership 1 (ECE 3-6 Years)AEB3285 - Inclusive Practice in Education

Description:This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their fourth year project partnership. At the end of this unit, pre-service teachers are required to show that they are ready to teach.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Refine a personal educational and child learning philosophy and explain how it informs their teaching identity, pedagogy and curriculum design as they enter the profession;
2. Build a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
3. Take full responsibility and critically reflect upon the planning and implementation of the educational program for both the whole group and small groups of 4-5 year old children;
4. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach; and
5. Meet the Graduate Standards of the Preschool Teacher Validation System as indicated by Early Childhood Australia.

Class Contact: Lecture 1.0 hr Tutorial 1.0 hr

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Case Study, Pedagogical Narration (900 words or equivalent), 30%. Portfolio, Professional portfolio (2100 words or equivalent), 70%. The professional portfolio requires evidence of critical reflection upon aspects of the graduating teacher's professional practice. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details. Pedagogical narration: Pre-services teachers will write a pedagogical narration based on an aspect of professional practice. The critical analysis will frame their personal philosophy, theoretical underpinning, beliefs and values of early childhood. Total effective word limit, 3000 words.

AEB4301 Curriculum and Pedagogy for the 21st Century

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit students take an inquiry approach to seeking a deeper understanding of curriculum and pedagogy for the 21st century. Preservice teachers identify, document and analyse evidence of new learning practices being utilised within schools and other settings. In developing personal understandings of new learning, preservice teachers examine and critique curricula, pedagogy, deep learning, multiliteracies, life-long learning and new social technologies (including podcasting, blogging, smart mobs, wikis, tweets and virtual learning environments) and emergent socio-cultural practices in pedagogy. Curriculum and pedagogy for the 21st century involves understanding a range of learning outcomes, learning processes, educational and psychological theories, which emphasise active rather than passive learning, collaboration rather than individualism and utilises advances in media and technology (eg. social software) to enhance educational outcomes and experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain contemporary theories and practices and generate own understandings of the term 'Curriculum and Pedagogy for the 21st Century';
2. Engage in critical discussion about contemporary theories and practices of 21st century teaching and learning;
3. Critically discuss the impact of 21st century learning on the curriculum and pedagogical practices in Australian schools and classrooms;
4. Introduce elements of new teaching and learning where appropriate into their practice; and
5. Communicate effectively using academic and professional protocols and standards.

Class Contact: Seminar 2.5 hrs

Required Reading: A unit reader is available for this unit.

Assessment: Assignment, Group investigation into the connection between 21st century teaching and learning and one aspect of learning theory, 50%. Assignment, Development of a curriculum resource that connects with 21st century teaching and

learning, 50%. Assessment in this unit demonstrates how curriculum and pedagogy connect with principles of 21st century teaching and learning. Total effective word limit 3000 words.

AED5001 Education Research Design and Methods

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training This pre-requisite requirement applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: Research is an integral element of education. The intention of this unit is to provide students, both practitioner researchers and those who wish to advance in their trajectory as researchers with a conceptual and critical overview of educational research methodologies and methods. Students will familiarise themselves with methodological literature, explore current literature related to their chosen area of inquiry and experience developing a research proposal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and critique contemporary perspectives and theories related to educational research;
2. Explicate the essential elements and processes involved in undertaking quality educational research;
3. Elucidate an understanding of the need for the ethical conduct of research, and an awareness of the processes for applying for ethics approval when undertaking educational research;
4. Critically reflect on and evaluate different approaches to research;
5. Investigate and design a research project; and
6. Defend and present a research proposal.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Cohen, L., Manion, L & Morrison, K. 2011. 7th edn Research methods in education Abingdon, England/Taylor & Francis

Assessment: Assignment, Research planning: Literature review, Scoping document and/or Emergent thinking plan, 20%. Presentation, In class activities: oral presentations, reading tasks and/or written tasks (as negotiated with the course coordinator), 20%. Research Paper, Submission of research proposal, 60%. Total assessment for this unit will be 8,000 words or equivalent.

AED5002 Theories of Education, Training and Social Change

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: In this unit of study the assumptions and various discourses that underpin the contested ideas of education, training and social change will be examined. Students will work towards articulating their own pedagogical theories and positions as an educator following an inquiry into a range of theories and philosophical positions relating to education, training and social change. The contribution of behaviourist, cognitive, humanist and radical perspectives are critiqued, considerations of theoretical and philosophical positions such as feminism, post structuralism, critical theory and post colonialism are reviewed against possibilities for social justice. The influence of these in education and training; the shaping of the nature of educational work in contexts that are dealing with local, national and/or global imperatives; and the notions of lifelong and life wide learning will also be explored in this unit.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique a range of theories and philosophies underpinning education and training in Australia; 2. Analyse how social change is inter-connected with education and training; 3. Investigate current educational policy, issues and imperatives in local, national and global contexts; 4. Analyse and position themselves in relation to the philosophical and theoretical perspectives; and 5. Analyse theories of education and training for their capacity for social justice.

Class Contact:Seminar3.0 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Presentation, Oral presentation – A critical analysis of an academic artefact with a focus on an educational context and social change (equivalent to 1200 words), 15%. Literature Review, An analysis and critique of two (or three) selected texts. (equivalent to 2000 words), 25%. Essay, A critical exploration of key issues in this unit, as negotiated with the lecturer (equivalent to 4800 words), 60%. Total assessment for this unit will be 8,000 words or equivalent.

AED5008 Evaluation

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: In this unit theories and processes of evaluation for use in various learning settings are presented. The meaning of evaluation and the importance of evaluation goals and objectives are explained and various evaluation models and their appropriate use analysed. The particular evaluation processes that are discussed include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative evaluation (focusing on final product). The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, are considered.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse the historical, social, political and economic factors influencing evaluation in a range of cultural contexts; 2. Relate learning theories, principles and practices to evaluation; 3. Investigate and critique the values informing evaluation; 4. Analyse and compare models of evaluation; 5. Design evaluation that is flexible and responsive to the experiences of learners; 6. Appraise experiences of evaluation in a range of contexts; and 7. Investigate personal and professional needs and strengths in terms of knowledge of evaluation.

Class Contact:Seminar3.0 hrs

Required Reading:Required texts will be advised by lecturer

Assessment:Assignment, A critical exploration of key issues in this unit, as negotiated with lecturer, 30%. Research Paper, A reflective evaluation of a research project, 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5009 Innovation

Locations:Footscray Park.

Prerequisites:Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description:This unit focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various

learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. 'Innovation' is synonymous with change and how people and organisations address change is incorporated into the study. The unit includes: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse the historical, social, political and economic factors influencing innovation in a range of cultural contexts; 2. Relate learning theories, principles and practices to innovation; 3. Identify and critique the values informing innovation; 4. Analyse and compare models of innovation; 5. Develop innovation that is flexible and responsive to the experiences of learners; 6. Collaborate experiences of innovation in a range of contexts; and 7. Investigate personal and professional needs and strengths in terms of knowledge of innovation.

Class Contact:Seminar3.0 hrs

Required Reading:Required texts will be advised by lecturer

Assessment:Assignment, A critical exploration of key issues in this unit, as negotiated with course co-ordinator, 20%. Presentation, Oral presentation (or other as negotiated with the course co-ordinator), 30%. Report, A critical analysis of an innovation in a specific educational or organisational setting, or by negotiation., 50%. Total assessment for this unit will be 8,000 words or equivalent.

AED5011 Approaches to Learning

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: In this unit of study students explore a wide range of fundamental theories of learning, following the development of learning and teaching through the 20th and early 21st Century. These ideas are considered for relevance in the present day contexts, and personal histories, of the participants. Through a process of analysis, comparison and prediction based on the various learning theories and perspectives, participants will construct a stronger understanding of the process of learning, and the role of the teacher, with particular consideration of 21st century learning requirements and the use of emergent technologies.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Evaluate commonly used theories of learning to personal contexts as a framework for understanding; 2. Articulate and defend an evidence-based stance on learning and teaching; 3. Analyse experiences of learning and teaching using established models and in a range of contexts 4. Compare and contrast the relevance of learning models to a range of contexts; 5. Analyse social, economic and political contexts on various forms of teaching and learning; 6. Formulate contextualised action plans for learning and teaching through the application of learning frameworks; and 7. Investigate personal and professional needs and strengths in terms of knowledge of teaching and learning.

Class Contact:Seminar3.0 hrs

Required Reading: Dumont, H., Istance, D., & Benavides, F. (eds.) (2010) *The Nature of Learning: Using Research to Inspire Practice* Educational Research and Innovation, OECD Publishing National Research Council. (2000) *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press Additional reading material to be advised by lecturer.

Assessment: Review, 10 weekly entries related to key readings, 20%. Essay, Essay response on the topic of "Understanding", 30%. Presentation, Oral Presentation to inform the final essay., 10%. Essay, Essay in which individual contexts are interpreted and analysed., 40%. Total assessment for this unit will be 8000 words or equivalent.

AED5018 Assessment

Locations: Footscray Park, City Flinders.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: This unit of study aims to build on the current and prior experiences of students to extend their knowledge and enhance their ability to use assessment and reporting effectively. In particular the unit of study aims to provide an opportunity for students to: investigate the assessment of and feedback to students and reporting policies and practices of various learning settings and programs; consider the design and use of assessment and reporting for a range of purposes and needs; and critique and analyse assessment strategies and practices.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and critique a range of different purposes, evidence gathering procedures, interpretation frameworks, decision-making strategies, as well as recording and reporting formats that can be used in a range of learning environments;
2. Debate the policies and uses of student assessment and feedback in learning and teaching;
3. Design student assessment and feedback processes for specific learning environments;
4. Evaluate student assessment and feedback practices and policies used in various learning environments; and
5. Critically reflect on literature associated with assessment feedback and reporting.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Annotated Bibliography, Prepare an annotated bibliography of relevant recent literature pertaining to assessment practices and issues in a nominated learning environment, 30%. Report, A report of an inquiry into assessment practices and issues, 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5023 E-Learning

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: Students will apply the process of teaching and learning in an online learning environment, evaluating effective online communications technologies, working with online classroom dynamics, comparing learning management systems, producing e-learning content, and investigating emerging trends of e-learning in educational settings.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review instructional approaches for e-learning;
2. Verify different technologies that are currently being used to support e-learning;
3. Reflect critically on the issues of e-learning as they impact on the learning community;
4. Deconstruct diverse methodological tools and viewpoints to analyse the implications of emerging e-learning technologies;
5. Appraise the educational benefits of podcasts, wikis, blogs, virtual worlds, social networking and other emerging e-learning technologies;
6. Design an innovative research or evaluation project related to e-learning; and
7. Evaluate literature related to emerging e-learning technologies and associated pedagogy with them.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate).

Assessment: Presentation, Online discussion and lab exercises, 30%. Report, Research report on the contribution of e-learning to learning communities, 30%. Project, Create e-learning software package as an evaluation project, 40%. Total assessment for this unit will be 8,000 words or equivalent.

AED5024 Vocational Education and Training: Policy and Practice

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: This unit provides a critical overview of Vocational Education and Training (VET) policy and practice, in Australia and internationally, which enables students to identify their place in the overall VET context. Critical evaluation of VET policy and its implementation will contribute to enhancement of the students' professional practice in their own workplaces and beyond.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique policy implementation and direction in vocational education and training;
2. Ascertain key stakeholders in a policy formation and articulate the processes employed to form new policy;
3. Critically analyse a policy change within the vocational education and training sector and identify unresolved issues and benefits associated with that policy;
4. Implement understandings gained through undertaking this unit to their own VET practice and/or relationships with VET and other practitioners;
5. Analyse the nexus between policy formation, implementation and practice; and
6. Critically review recent and relevant literature on policy formation and implementation.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate). The NCVET and VocEd data bases are recommended sites for reference material.

Assessment: Assignment, Critique of a key vocational education and training initiative (2000 words), 30%. Essay, Writing an article that is of a publishable standard for a targeted publication on a selected aspect of vocational education and training (6000 words), 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5027 Organisational Culture and Change in Education and Training

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma

in Education, ETED Graduate Certificate in Education.

Description: This unit focuses on the development, implementation and evaluation of change in learning organisations. Contemporary perspectives on organisational development provide theoretical frameworks (including critical and feminist theories) for the consideration of change management perspectives, methods, communication strategies and initiatives. This unit encourages students to focus on the culture and change of their own organisations, and how questions of social justice, ethical action and sustainability are being addressed.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse a range of theoretical perspectives on organisational culture and change;
2. Critique local, national and international literature on workplace change and culture in learning organisations
3. Evaluate change management strategies in nominated settings to determine the extent to which they could be considered to be socially responsible, ethical and sustainable; and
4. Critically reflect upon their own experiences of change in a learning organisation.

Class Contact: Seminar 3.0 hrs

Required Reading: A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

Assessment: Case Study, Case study of an organisational change in a learning organisation., 30%. Report, Critically evaluate an organisational change that has occurred in the student's workplace or industry, 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5028 Internationalisation in Education and Training

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: This unit explores the practices employed internationally in schools and educational institutions in preparing citizens for active interaction in an interdependent world. A variety of models of provision across sectors of education and training are compared, within international and professional standards, where they have been developed. The preparation of students will enable them to learn within a globalised educational environment whilst still recognising and supporting the contextual issues which shape differing cultures, educational systems and environments. This will involve rethinking the curriculum to ensure inclusion rather than exclusion and to engage all learners to recognise the transformative nature of an internationalised curriculum to prepare students for lifelong and life-wide learning in a rapidly changing and increasingly connected world.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and critically analyse international issues and challenges facing schools and educational institutions;
2. Analyse international developments across education and training sectors and the contextual issues on which they are based;
3. Evaluate curriculum trends with an educational sector;
4. Explore how knowledge may be constructed differently from culture to culture;
5. Consider innovative approaches to internationalising curriculum in schools and educational institutions; and
6. Devise strategies which support the internationalisation of curriculum and the transformational role of using inclusive models of curriculum development.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to readings and resources will be provided in the VU

Collaborate space for this unit

Assessment: Poster, Develop an artefact to show how knowledge may be constructed differently from culture to culture, 30%. Project, An enquiry based project of internalisation of the curriculum within a nominated education sector, as negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

AED5030 Positive Education

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: This unit of study addresses issues of wellbeing in the context of educational settings. The focus of the unit is to investigate the factors that contribute to the ability of individuals, groups and organisations to flourish. The unit will draw on a range of research findings from the discipline of Positive Psychology (Seligman et al.) and examine their applications in educational settings. The unit will offer participants the opportunity to explore a range of topics contributing to wellbeing including resilience, flow, positive emotions, happiness, self-esteem and self-efficacy, beliefs as self-fulfilling prophecies, the pitfalls of perfectionism, goal setting and the use of character strengths. Students will explore these themes in practical ways related to their own educational contexts.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret and apply concepts on positive education;
2. Advocate for the establishment of curriculum that enhances wellbeing and a meaningful life for learners and teachers;
3. Critically review the link between self-concordant goals and character strengths;
4. Inquire into teacher effectiveness and the impact of teacher beliefs on student learning;
5. Investigate the components of resilience and the factors that impact on learners in educational contexts;
6. Critically reflect on resilience and its impact on an individual's personal and professional life; and
7. Design and conduct an action research project within the field of positive education.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to readings and resources will be provided in the VU Collaborate space or this unit.

Assessment: In this unit students will complete a series of exercises related to the tutorials, make a presentation on a positive education action research project and submit a written project report on the action research project. Exercise, Response papers, 30%. Report, Written report on action research project within the field of positive education, 60%. Presentation, Presentation of action research project, 10%. Total assessment for this unit will be 8,000 words or equivalent.

AED6001 Minor Thesis (Full-Time)

Locations: Footscray Park.

Prerequisites: AED5001 - Education Research Design and Methods Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training, and two units from the Core Units. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in AED6001 Students enrolled in EMED must have completed 144 credit points prior to enrolling in AED6001 Students enrolled in AMTL must have completed AED5001 Education Research Design and Methods with a Distinction or higher grade, and have

completed an accredited Graduate Diploma in TESOL or equivalent. Students enrolled in EMTP and EMTS and EMTL must have completed AED5001 Education Research Design and Methods.

Description: In this unit, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills to inform their problem or situation, and the capacity to respond to academic feedback. Developing the minor thesis, or negotiated alternative, involves a high standard of written communication skills.

Each student has a supervisor who provides individual support.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Work collaboratively and ethically in conducting research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
- 5.

Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review; and

6. Respond to feedback on their work, and show the capacity to engage in an academic discourse.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by Coordinator or Supervisor as relevant.

Assessment: Thesis, Minor thesis (15-20,000 words), Pass/Fail. The minor thesis will be a paper of no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed subject to amendments being made to the satisfaction of the supervisor; or (c) failed.

AEG5107 New Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit students explore the development and implementation of new learning in Victorian and interstate schools. Pre-service teachers identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. Using an inquire approach, students examine and critique new curriculum developments such as the Victorian Essential Learning Standards and the Australian curriculum as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies, network and virtual learning environments and emergent sociocultural practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique contemporary theories and practices of new learning;
2. Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools;
3. Identify and evaluate elements of new learning, where appropriate, into their practice; and
4. Communicate effectively using academic and professional protocols and standards.

Class Contact: Lecture 1.0 hr PC Lab 1.0 hr Tutorial 1.0 hr

Required Reading: Readings will be provided by the lecturer representative of

knowledge and issues associated with the current frameworks of teaching. Kalantzis, M 2002, *Learning for the future: new worlds, new literacies, new learning, new people*, Altona: Common Ground Publishing Kalantzis, M and Cope B. (2012) (2nd ed.) *New learning: Elements of science of education* Port Melbourne, Cambridge University Press Tompkins, G, Campbell, R and Green D. (2012) *Literacy for the 21st century: A balanced approach* Frenchs Forest, Pearson Australia.

Assessment: Assignment, Group task - poster/ website development, 40%. Essay, Essay on an aspect within the content of the unit as negotiated with the lecturer, 30%. Report, Inquiry research report as negotiated with the lecturer, 30%. Total assessments for this unit will be 5000 words or equivalent.

AEG5108 Social Context of Teaching and Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to reflect the objectives of the overall course which is 'designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession.' This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex ecological system. During the semester we will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptually map the impact of a range of sociological, political and economic issues on student outcomes in schools;
2. Critique different approaches to curriculum design and pedagogy available to schools in order to deal with the previously mentioned issues; and
3. Communicate effectively using academic and professional protocols and standards.

Class Contact: Lecture 1.0 hr Tutorial 2.5 hrs

Required Reading: Readings will be provided by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Bourdieu, P 1977, *Reproduction in education, society and culture*, London: Sage Publications Killen, R 2013, (6th ed.), *Effective teaching strategies: Lessons from research and practice* South Melbourne, Cengage Learning Teese, R 2003, *Undemocratic schooling: equity and quality in mass secondary education in Australia*, Carlton: Melbourne University Press

Assessment: Assignment, Group task - poster/ website, 40%. Essay, Essay on an aspect within the content of the unit as negotiated with the lecturer, 30%. Report, Inquiry research report as negotiated with the lecturer, 30%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

AEG5109 Approaches to Teaching and Learning 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies in order to help beginning teachers effectively plan curriculum and manage its implementation. The unit will focus on aspects of learning theory related to lesson planning and implementation; classroom management strategies, including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. The central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester. This unit is the first of two

units that must be taken for teaching this method area.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices;
2. Generate theories of teaching practice to generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of practice in Project Partnerships showing they have scrutinised the diversity of student learning;
4. Demonstrate their capacity to design, trial and evaluate lesson/curriculum planning and the assessment of student learning; and
5. Illustrate the use of a range of approaches to reflect on and improve practice.

Class Contact: Seminar 2.5 hrs

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Churchill, R et al 2011 Teaching: Making a difference Milton, QLD, Australia: John Wiley and Sons Martino, J 2005 Approaches to teaching and learning Melbourne: Nelson Custom Publishing

Assessment: Assignment, Classroom management plan / educational philosophy, 30%. Presentation, Group task - lesson plan/ learning theory exposition, 30%. Essay, Individual investigation of a learning theory, 30%. Portfolio, Draft professional portfolio, 10%. Plus hurdle tasks Satisfactory completion of teaching placement and mid year report and a collection of teaching and learning artefacts. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

AEG5110 Approaches to Teaching and Learning 2

Locations: Footscray Park.

Prerequisites: AEG5109 - Approaches to Teaching and Learning 1

Description: This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1 and the discipline studies studied in the Graduate Diploma in Secondary Education. In this unit of study pre-service teachers will continue to examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills and practices; issues related to assessment methods, legal and safety aspects of teaching, and student welfare issues. Pre-service teachers will continue to examine approaches to the assessing and responding to the individual needs of school students in particular their literacy and numeracy development. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning: What is it that creates an effective learning environment that is inclusive of all students? And how do we evaluate whether this has been achieved? The Praxis Inquiry protocol will continue to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices. This unit is the second of two units that must be taken for teaching this method area. The unit AEG5109 is a prerequisite for those who enrol in this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understanding of a wide range of teaching and learning (pedagogy) theories and practices;
2. Generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning;
4. Demonstrate their capacity to compose or devise lesson/curriculum planning and the assessment of student learning; and
5. Compose and exhibit a professional portfolio, including critical reflection on elements of practice.

Class Contact: Seminar 2.5 hrs Plus 35 days of supervised teaching practice.

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Groundwater-Smith, S., Ewing, R. & Le Cornu, R. 2011 4th ed Teaching: Challenges and Dilemmas Melbourne: Cengage Learning Australia Valle, W., Lysaght, P., & Verenkina, I. 2005 Psychology for educators Southbank, Victoria: Social Science Press/Thompson

Assessment: Assignment, Group Task – unit development plan/learning theory exposition, 40%. Assignment, Applied Curriculum Report & presentation, 20%. Portfolio, Professional portfolio, 40%. Plus hurdle tasks Satisfactory completion of teaching placement and end of year report and a collection of teaching and learning artefacts. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

AEG5111 Literacy in Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit of study preservice teachers will articulate a deeper understanding of the sociocultural basis of language and literacy by exploring the literacy learning of Indigenous Australians and people from non-English speaking backgrounds; analyse the developing nature of multi-literacies; and appraise literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then evaluate and analyse current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique the literacy curriculum appropriate to primary education;
2. Exemplify current practices for teaching and assessing literacy;
3. Review multiliteracy in terms of different dimensions of communication and social action; and
4. Critically explore diverse issues and contrasting beliefs relating to literacy education.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Hill, S 2006 Developing early literacy assessment and teaching, Australia: Eleanor Curtin Kalantzis, M & Cope, B. 2012 Literacies Australia: Cambridge Press McLachlan, C., Nicholson, T., Fielding-Barnsley, Ruth., Mercer. L. & Ohi. S. 2013 Literacy in Early childhood and primary education Australia: Cambridge Press Fellows, J. & Oakley, G. 2010 Language, literacy and early childhood education Australia: Oxford Press

Assessment: Report, Inquiry research report, 50%. Journal, Praxis inquiry journal, 30%. Assignment, Annotated lesson plans, 20%. Total assessments for this unit will be 5000 words or equivalent.

AEG5112 Numeracy in Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will enable preservice teachers to contextualise curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the primary years of schooling. Preservice teachers will apply their mathematics education understanding and practices in enhancing students' mathematics and numeracy learning. Areas covered in this unit include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans. Children's

understandings of number, learning of mathematics and solving problems in the early years through the use of good questions; rich assessment tasks; annotated work samples and the use of calculators, generic and specific software for mathematics learning Children's understanding of measurement; developing measurement sense; language learning in measurement. Indigenous Australians' understanding of number, space and measurement. Children's understanding of geometry, probability and statistics; learning operations with whole number, fractions and decimals, assessing children's mathematic and learning cycles.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit, evaluate and annotate their understanding of current approaches in teaching and learning of mathematics and numeracy; 2. Interpret the primary school mathematics curriculum and implement the guidelines and available resources to support the mathematics curriculum; 3. Generate and teach purposeful lessons that motivate students, foster mathematical thinking and include specific student learning outcomes through their engagement in Project Partnerships; 4. Rationalise a range of teaching approaches to promote student learning, including investigation, practical work, problem-solving and posing, exposition, discussion and practice; 5. Design and manage lessons that use technology as an aid for learning specific mathematics concepts and skills; and 6. Review recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy, statewide testing programs and outcomes-based curriculum).

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching numeracy in education. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 3rd edn, Teaching primary mathematics French's Forest NSW: Pearson

Assessment: Report, Mathematical investigations and discussions, 30%. Portfolio, Workshop and report on teaching and learning mathematics, 40%. Other, Presentation and analysis of teaching resources and skills, 30%. Total assessments for this unit will be 5000 words or equivalent.

AEG5113 Integrated Studies 1

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of physical education, health and science with a focus on students in the primary years of schooling. Preservice teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans in areas selected from the health, physical education, science, environmental studies and geography connected to social contexts. Preservice teachers will be involved in: designing curriculum units which cater for the diversity of young people's interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; sustaining and informing children's awareness of global events and concern for the environment; thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; and assessing children's learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Apply their understanding of how children learn in diverse ways to the fields of physical education, health, science, environmental science and geography in their

Project Partnership setting; 2. Develop an understanding of the inquiry in physical education, health and science in social contexts and its application in curriculum, teaching and learning in primary schools; 3. Design, trial and evaluate curriculum and learning activities (eg curriculum units) which integrate the subjects; and 4. Become aware of and be sensitive to Indigenous ways of knowing and how participation in physical education, health and science, environmental and geographical inquiry can engage Indigenous Australian students in learning.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Australian Academy of Science and Australia Dept. of Education, Science and Training 2008, Primary connections Canberra: Australian Academy of Science and Australia Dept. of Education, Science and Training Australian Institute of Health and Welfare 2008, Australia's children: their health and wellbeing, Canberra: Commonwealth of Australia Timming, R, MacDonald, D, Wright, J & Hickey, C 2001, Becoming a physical education teacher: contemporary and enduring issues, Sydney: Prentice Hall

Assessment: Portfolio, Resource portfolio including annotations and commentary, 40%. Report, Report on planning, teaching & evaluation of health, physical and/or science education, 30%. Review, Inquiry of an issue related to the enhancement of young people's health & wellbeing through the teaching of health, physical & science education, 30%. Total effective word limit 3000 words.

AEG5114 Integrated Studies 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study will enable preservice teachers to understand the curriculum and pedagogy required for effective teaching of humanities and the arts with a focus on students in the primary years of schooling. Preservice teachers will deconstruct their understanding and practices of humanities and the arts and support the enhancement of students' creativity and imagination. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children's imagination and creativity; how children's awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the arts. This unit includes designing a curriculum unit which integrates a number of curriculum areas, for example, the arts, technology, history and English, through an application of the practice of 'multi-literacies'; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the humanities and arts class programs; assessing children's inquiry and understanding in the arts and humanities; using information technology to stimulate young people's imagination and creativity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique the humanities and the arts curriculum as well as the guidelines, procedures and resources available to support the implementation of the curriculum areas in primary schools; 2. Articulate their understanding of how children learn in diverse ways to the arts (visual arts, computer-mediated art, music and performances); 3. Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination and generate specific student learning outcomes across curriculum fields; 4. Critically evaluate learning activities (e.g. curriculum units) which integrate humanities and the arts and recommend the inclusion of communication and information technologies where appropriate; and 5. Exhibit awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

Class Contact:Lecture1.0 hrTutorial2.0 hrs

Required Reading:Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Gibson, R and Ewing, R 2011, *Transforming the curriculum through the Arts*, South Yarra: Palgrave Macmillan.

Assessment:Portfolio, Construction and presentation of a portfolio documenting practice with annotations and commentary, 40%. Report, Curriculum report on the planning, teaching & evaluation of the arts and/or humanities studies, 30%. Review, Inquiry into an issue related the enhancement of creativity and imagination using the arts, technology and related humanities studies, 30%. Total assessments for this unit will be 5000 words or equivalent.

AEG5117 Early Childhood Curriculum and Pedagogy 1: the Sciences

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description: In this Curriculum and Pedagogy unit of study aims that students investigate the ways children learn mathematics and science and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. This unit provides an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage students to relate their developing curriculum knowledge to specific practical challenges in developing mathematics, science and environment programs in their Project Partnerships.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review their understanding of how children learn in diverse ways to the mathematics, numeracy and sciences domains;
2. Articulate their view of the ways in which it is possible to integrate mathematics, numeracy, science and environment learning across all development domains- cognitive, social, emotional, physical and language;
3. Critically evaluate approaches to the mathematics curriculum, teaching and learning in early childhood services and the guidelines and resources available to support the implementation of mathematics curriculum;
4. Reflect upon the Project Partnerships experience in order to plan and implement learning experiences that engage children, foster mathematical and scientific thinking and generate specific child learning outcomes; and
5. Investigate a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving and posing, exposition, discussion and practise.

Class Contact:Seminar3.0 hrs

Required Reading: Yelland, N, Butler, D & Diezmann, C 1999, *Early mathematical explorations*, Needham Heights, MA : Pearson Young, T & Elliott, S 2003, *Just investigate: science and technology experiences for young children*, Croydon, Victoria: Tertiary Press

Assessment:Portfolio, Common assessment task, 60%. Report, Curriculum report, 40%. Portfolio (60%) The Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on children's learning of maths, sciences and environmental education. (5000 words equivalent) Curriculum Report (40%) Resource folder of experiences and resources for maths, sciences and environmental education (3000 words).

AEG5120 Professional Issues

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit focuses on current understandings and implementation of all leadership practices and policies and shows how social and economic policies are related to the direction of early childhood services. Students develop a critical view of how policies are developed to support service delivery in relation to: gender, ethnicity, disability and social inclusion. Current and future trends in early childhood services are explored through the study of up-to-date research. The nature and development of leadership, mentoring and advocacy for children and families are explored together with a focus on preparing graduates to join the early childhood teaching profession.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically evaluate how social and economic policies are related to the direction of early childhood services;
2. Investigate the nature and range of professional responsibilities in early childhood programs;
3. Critically analyse the policy framework for early childhood services in Australia in relation to their own educational philosophy; and
4. Reflect upon their own professional journey in early years so far and identify priorities for further professional development.

Synthesise knowledge, understanding and skills of leadership and advocacy in early childhood services.

Class Contact:Seminar2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Essay, Focusing on management, leadership and advocacy in early childhood education and care, 30%. Research Paper, Leadership in early children education and related professional issues, 70%. Total assessment for this unit will be 5,000 words or equivalent.

AEG5121 Languages and Literacy in Early Childhood

Locations:St Albans.

Prerequisites:Nil.

Description:This unit of study provides an opportunity for preservice teachers to extend and reflect upon their knowledge and understanding of literacy and language in early years and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, preservice teachers will be encouraged to consider local practices supported by their study of national and international research and development.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically evaluate and synthesise theoretical knowledge relating to the receptive and expressive language development, and literacy development of young children;
2. Critique current practices for teaching and assessing language and literacy learning in early childhood contexts;
3. Articulate political and cultural dimensions of communication and social action, and evaluate the impact of these on young children;
4. Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to language and literacy education; and
5. Argue for an approach towards literacy and language teaching that is based on the analysis of historical practices as well as current research in the field.

Class Contact:Seminar2.5 hrs

Required Reading:Beecher, B & Arthur, L 2001, *Play and literacy in children's worlds*, Newtown, New South Wales: Primary English Teaching Association Green, D & Campbell, R (eds) 2002, 2nd edn, *Literacies and learners: current perspectives*, Frenchs Forest, New South Wales: Pearson Education Department of Employment, Education and Training 1999-2000, (includes professional development materials

and classroom resources), Early years literacy: teaching and learning resources Frenchs Forest, New South Wales: Pearson Longman McGee, L & Richgels, D 2004, 4th edn, Literacy's beginnings: supporting young readers and writers, Boston: Pearson Whitehead, MR 2002, 2nd edn, Developing language and literacy with young children, London: Paul Chapman

Assessment: Assignment, Discussion of critical experiences (early years language and literacy), 50%. Report, Presentation of an artefact which reflects a critical review of literacy practices within a diverse cultural context, 50%. Total assessment for this unit will be 8,000 words or equivalent.

AEG5123 TESOL Methodology

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis, pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
2. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
3. Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
4. Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL;
5. Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility; and
6. Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers.

Class Contact: Tutorial 3.0 hrs

Required Reading: Brown, HD and Lee, H 2015 4th Teaching by Principles New York: Pearson Education

Assessment: Journal, Self reflection for mentoring sessions, 10%. Presentation, Lesson Plan, 30%. Creative Works, Develop a Curriculum Document, 60%. Minimum effective word limit: 8,000 words Students are expected to attend mentoring sessions as advised at the beginning of semester.

AEG5124 Professional Practice - TESOL

Locations: Footscray Park.

Prerequisites: AEG5123 - TESOL Methodology

Description: This unit of study will involve a 22-day placement in an approved

ESL teaching context under the supervision of a supervising teacher who holds post-graduate TESOL qualifications and who has taught ESL for at least two years. Placements can be undertaken in schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 22 day practicum should comprise a minimum of 15 days where the student teaches planned lessons and a further 7 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited on at least one occasion by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners' work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning / department / curriculum meetings.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit competence in a range of key knowledge areas in second language acquisition including knowledge and understanding how TESOL learners learn and the implications of teaching to meet varied TESOL student needs and interests;
2. Exhibit competence and knowledge of the TESOL content including needs analysis, syllabus design, program organisation and processes of assessment and evaluation in a TESOL environment;
3. Analyse and implement effective teaching and learning planning (establish overall aims and intended outcomes; plan, structure and sequence a program; use a range of teaching strategies; select relevant resources; use effective classroom communication and instructions);
4. Critically evaluate and develop strategies to foster a positive, supporting and safe learning environments for diverse learners;
5. Contextualise and apply principles of effective assessment of spoken and written English, feedback and reporting of student learning;
6. Work effectively and network with key personnel in a range of teaching and learning contexts;
7. Implement their enhanced teaching skills and critically reflect on and innovate theory and professional practice in second language contexts; and
8. Apply and validate the theoretical and practical learning opportunities to become an accomplished and autonomous TESOL practitioner.

Class Contact: 6 hours lecture on campus and 8 hours / student observation and mentoring (mode 1)

Required Reading: As this is a field placement unit of study, no single required reading is recommended as students will be in a variety of settings.

Assessment: Portfolio, Professional Practice Portfolio, Pass/Fail. Practicum, Supervised professional practice, Pass/Fail. Minimum effective word limit: 8000 words or equivalent. The Practicum is a hurdle task and must be satisfactorily completed prior to submitting the Professional Practice Portfolio. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete this assessment task.

AEG5125 Literacy Methodology

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both

English speaking and non-English speaking background students. The relationship among theory, method and appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used, including reconciliation of: centralised curriculum and accountability priorities, and local specialisation; traditional classroom delivery modes and more recent innovations linked to flexible delivery systems which respond to variation in student purpose and availability; and literacy defined initially as reading and writing then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Abstract the key theoretical frameworks related to the teaching of literacy skills in the 21st century;
2. Analyse the variety of literacy settings and learner groups;
3. Investigate and critically reflect on the relationship between current literacy theories and methods, literacy practices;
4. Critically review and debate the Australian literacy policy environment; and
5. Articulate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Lonsdale, M & McCurry, D 2004 Literacy in the new millennium Adelaide, National Centre for Vocational Education Research

Assessment: Minimum effective word limit: 5000 words. Assignment, Academic Essay, 45%. Assignment, Project, 55%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete the assessment tasks. Students are also encouraged to use their current work experiences to complete the assessment tasks.

AEG5126 Techniques in TESOL

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides an extension of the skills and knowledge acquired in TESOL Methodology. Particular emphasis will be placed on language learning classroom processes and strategies as well as reflective professional practices. Topics will include: the integration of skills, group dynamics, the influence of gender, class and ethnicity, the influence of indigenous identities on learning English as an additional language, language curriculum development and the use of technology for language teaching. The interface of ESL and literacy will be explored along with the principles underpinning the learning of English as a second language in the workplace.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate understanding of the socio-cultural context of TESOL in Australia;
2. Adapt knowledge of the institutional contexts of TESOL, in particular the role of TESOL teachers, to function as a TESOL professional in a range of language learning environments;
3. Critically review ESL learners' needs;
4. Develop and apply critical and analytical skills in current research of ESL to the teaching of ESL, and communicate these ideas to peers;
5. Investigate and conceptually map the theories of first, second and additional language acquisition;
6. Validate ESL curriculum frameworks and design documents;
7. Evaluate and exhibit a range of teaching techniques; and
8. Contextualise and illustrate the use of technology for

language teaching.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Brown, HD 2014 6th edn, Principles of language learning and teaching, White Plains, NY: Pearson Longman. Brown, HD 2007, 3rd edn, Teaching by principles: An interactive approach to language pedagogy, White Plains, NY: Pearson Longman.

Assessment: Minimum effective word limit: 5000 words. Assignment, Class Discussion Contributions, 10%. Assignment, Oral Presentation, 30%. Assignment, Portfolio with Lesson Plans, 60%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks. Students are also encouraged to use their current work experiences to complete assessment tasks.

AEG5135 Teaching and Learning 1 (Primary)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies in order to help pre-service teachers effectively plan curriculum and manage its implementation. The unit focuses on aspects of learning theory related to lesson planning and implementation; classroom management strategies, including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. The central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review a wide range of teaching (pedagogy) and learning (cognition) theories and practices;
2. Generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning;
4. Compose a series of lessons and curriculum planning documentation that includes justifiable assessment of/for/as student learning; and
5. Implement the use of a range of approaches to reflect on and improve teaching practice.

Class Contact: Tutorial 2.0 hrs Three hours per week (plus 20 days of supervised teaching practice and 5 days Project Partnership).

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching and learning Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum, ACARA Victorian Curriculum and Assessment Authority (VCAA): The Australian Curriculum in Victoria: VCAA Victorian Institute of Teaching (VIT), National professional standards for teachers: VIT Whitton, D, Barker, K, Nasworthy, M, Sinclair, C., and Nanlohy P (2010). (2nd ed.). Learning for teaching, teaching for learning South Melbourne, Cengage Learning.

Assessment: Assignment, Group task - lesson plan/ learning theory exposition (2000 words), 40%. Other, Classroom management plan (1000 words), 20%. Report, Partnership report (1000 words), 20%. Portfolio, Draft professional portfolio (1000 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

AEG5136 Teaching and Learning 2 (Primary)

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1. In this unit pre-service teachers will critique and examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills and practices; issues related to assessment methods, legal and safety aspects of teaching, and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus of this unit is learning: What is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? The Praxis Inquiry protocol continues to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review a wide range of teaching and learning (pedagogy) theories and practices;
2. Generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of satisfactory practice in Project Partnerships, including professional reflections, showing they have taken account of the diversity of student learning;
4. Compose and document lesson/curriculum planning including the assessment for/of/as student learning;
5. Implement a range of approaches to reflect on and improve teaching practice; and
6. Present and justify a professional portfolio to meet the graduating standards for beginning teachers.

Class Contact: Tutorial 2.5 hrs Plus 30 days of supervised teaching practice and 5 days Project Partnership.

Required Reading: Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum, ACARA Marsh, C (2010) (5th ed.). Becoming a teacher: Knowledge, skills and issues Frenchs Forest, Pearson Australia Victorian Curriculum and Assessment Authority (VCAA): The Australian Curriculum in Victoria: VCAA Victorian Institute of Teaching (VIT), National professional standards for teachers: VIT

Assessment: Assignment, Group Task - lesson plan/learning theory exposition (2000 words), 40%. Report, Final Partnership report (1000 words), 20%. Portfolio, Professional portfolio (2000 words), 40%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

AEG5137 Inclusion and Diversity: Schools, Community and Society

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Students analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex socio-ecological system. They examine social diversity in the wider community and how this is reflected in schools and the classroom. How teachers cater for the needs of particular students due to gender differences, indigenous background, cultural background and socio-economic background is also explored. Students examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the secondary years of schooling;

2. Appraise and apply knowledge to the purpose of developing relationships with the wider school community;
3. Research, evaluate and critically appraise the literature into the ways in which students' gender, family and cultural backgrounds can influence their schooling experience; and
4. Evaluate the complexity of schooling and the interrelationships on a macro and micro level.

Class Contact: Seminar 2.5 hrs

Required Reading: Readings will be assigned in class

Assessment: Report, Inquiry research report and reflection, 30%. Essay, Academic essay on inclusion and diversity in schooling, 30%. Project, Group project, 40%. Minimum effective word limit 5000 words.

AEG5138 Inclusion and Diversity: Curriculum Design for Multi-Modal Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit adopts an inquiry approach whereby students explore the development and implementation of multi-modal learning and literacies in Victoria, interstate and globally. Pre-service teachers identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. In particular students examine and critique new curriculum developments such as the AusVELS as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies (padding, blogosphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices. Pre-service teachers explore the concept of literacies as outlined in the interdisciplinary domain Communication of AusVELS, as a broad skill encompassing the ability to present and understand information presented in a range of formats and platforms.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Conceptualise, analyse and implement knowledge of contemporary theories and practices of multimodal learning and multiliteracy;
2. Critically evaluate and discuss multi modal learning and its impact on the curriculum and pedagogical practices in Australian schools;
3. Appraise, design and implement knowledge of new learning, where appropriate, into their practice to promote inclusion and cater for diversity of students; and
4. Research, evaluate and elucidate directions in multimodal learning effectively using academic and professional protocols and standards.

Class Contact: Seminar 2.5 hrs

Required Reading: Readings will be provided in tutorials

Assessment: Project, Group project on multi-modal learning, 40%. Other, Development of integrated learning activities, 30%. Report, Evaluation and assessment of multi modal learning, 30%. Minimum effective word limit 5000 words.

AEG5201 Teaching Business 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with an understanding of the constructs of the business discipline area and how to approach the teaching of business related subjects in secondary schools. Pre-service teachers will examine the Victorian Curriculum covering years 7 - 10 and become familiar with the knowledge and concepts that inform teaching business related subjects. They will also become familiar with business related subjects offered in the senior years of secondary school and undertake an in depth study of the curriculum design, guidelines and documents associated with one of these business subjects. Students will investigate business curriculum content, selection and organisation during the unit and then explore how

to plan, structure and sequence learning programs to cover the content. Students will have the opportunity to practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with the unit Teaching Business 2, with both units developing pre-service teachers' understanding of teaching business from Year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret the principles and practices of curriculum and pedagogy for teaching business;
2. Analyse the principles and practices of curriculum and pedagogy for teaching business in the junior years compared with the senior years
3. Investigate and evaluate the teaching, learning and assessment requirements of Business specific curricula, together with the guidelines, procedures and resources available to support their implementation;
4. Deconstruct how students learn and effective teaching and learning and assessment strategies within the classroom;
5. Design, trial and evaluate learning activities for a business related subject

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Year 7-10 Business subject lesson plan preparation and presentation, 30%. Project, Presentation of a business related subject topic, 50%. Review, Evaluation/Reflection of the presentation of the business related topic, 20%. Minimum effective word limit of 5000 words in total. .

AEG5202 Teaching Business 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides pre-service teachers with a sound understanding of the constructs of the Business discipline area. They become familiar with the knowledge and concepts required for teaching in this Business study. This unit focuses on the senior years of secondary school in particular VCE curriculum. A range of approaches that includes both curriculum and co-curriculum delivery will be examined and related to curriculum guidelines and documents that make up the business subjects for senior secondary school. Students will have the opportunity to investigate the use of various learning theories and teaching strategies during the preparation, presentation and reflection of business related lessons and a VCE unit of work. Students will practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with Teaching Business 1, with both units developing pre-service teachers' understanding of teaching Year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of VCE Business subjects' study designs and approaches to teaching and learning and assessment strategies;
2. Investigate and evaluate the teaching, learning and assessment requirements of various Business subjects through their study designs, together with the guidelines, procedures and resources available to support their implementation;
3. Design, trial and evaluate a VCE Business Studies unit of work which draws on specific learning theory and teaching approaches including rich learning tasks; and
4. Analyse and appraise teaching practices, in particular those that relate to the VCE curriculum.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Survey of business studies related curriculum, 30%. Review, Evaluation of experience teaching a Business related subject, 20%. Project, VCE

Business subject unit design, 50%. Minimum effective word limit of 5000 words in total. .

AEG5203 Teaching Computing 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with an understanding of the constructs of the business discipline area and how to approach the teaching of computing in secondary schools. Pre-service teachers will examine the Victorian Curriculum covering years 7-10 and become familiar with the knowledge and concepts that inform digital technology related subjects. Students will investigate digital technology curriculum content, selection and organisation during the unit and then explore how to plan, structure and sequence learning programs to cover the content. Students will have the opportunity to practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with the unit Teaching Computing 2, with both units developing pre-service teachers' understanding of teaching digital technology and computing from Year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of how students learn, effective teaching and assessment strategies and Computing specific content
2. Analyse the principles and practices of curriculum and pedagogy for teaching computing in the middle years with a focus on student engagement and safe and challenging learning environments
3. Investigate and evaluate the teaching, learning and assessment requirements of computing specific curricula, together with the guidelines, procedures and resources available to support their implementation
4. Design, trial and evaluate computer specific curriculum appropriate for the middle years and /or post-compulsory years of schooling; and
5. Analyse and appraise the personal, learning and social effects of computing specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: PC Lab 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Analysis of online tools, applications and cyber safety, 30%. Project, Development and evaluation of a computer unit of study for junior secondary school, 70%. Minimum effective word limit of 5000 words in total.

AEG5204 Teaching Computing 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the computing discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline study. Whilst emphasis is on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. Students will have the opportunity to investigate the use of various learning theories and teaching strategies during the preparation, presentation and reflection of computer related lessons to VCE unit of study. Students will practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with Teaching Computing 1, with both units developing pre-service teachers' understanding of teaching computing and digital technologies in Year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and appraise the personal, learning and social effects of computer curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice
2. Demonstrate knowledge of how students engage with VCE units of study, learn, effective teaching and assessment strategies for teaching senior students
3. Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
4. Investigate and evaluate the assessment requirements of computer curricula, together with the guidelines, procedures and resources available to support their implementation; and
5. Design, trial and evaluate computer curriculum appropriate for senior secondary school students.

Class Contact: PC Lab 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Analysis of pedagogy for senior secondary students, 30%. Report, Critique and plan a senior secondary unit of study, 70%. Minimum effective word limit of 5000 words in total.

AEG5205 Teaching Creativity and the Arts 1

Locations: Footscray Park.

Prerequisites: Nil

Description: Teaching Creativity and the Arts 1 is designed for students who have met VIT's specialist area guidelines for the teaching method area of Visual Arts, Drama, Dance and/or Media Studies. In this unit pre-service teachers build on their specific discipline knowledge to develop an understanding of various theoretical, philosophical, pragmatic and practical perspective related to creativity and contemporary arts education. They become familiar with the knowledge and pedagogical approaches related to teaching creativity and the arts in school settings; a particular emphasis in this unit is placed on middle school students (years 7-10) within the context of relevant national and state curriculum documents. Pre-service teachers are encouraged to build their confidence in planning for quality learning and teaching in the arts along with developing the skills and disposition of becoming a critically reflective arts educator. This unit is paired with AEG5206 Teaching Creativity and the Arts 2, with both units developing pre-service teachers' understanding of teaching creativity and arts in Year 7 through to Year 12

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exemplify and deconstruct pedagogical principles and practices related to teaching both quality and effective arts education in the Middle Years of Schooling
2. Interpret perspectives related to creativity and arts education including relevant curriculum and assessment documents;
3. Devise and formulate strategies to consider diverse student learning and development in creativity and arts education in the Middle Years of Schooling; and
4. Articulate a reflective approach to continuous professional learning and development as an arts educator.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Teaching and learning evaluation activity: students reflect on aspects of their own teaching and learning, 30%. Project, Teaching plan: Consider curriculum and identify pedagogical approaches for teaching one or more of the arts discipline areas to middle school students, 70%. Plus collection of teaching and

learning artefacts, which is linked to project assessment task. Minimum effective word limit of 5000 words in total.

AEG5206 Teaching Creativity and the Arts 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teaching Creativity and the Arts 2 is designed for students who have met VIT's specialist area guidelines for the teaching method area of Visual Arts, Drama, Dance and/or Media Studies. In this unit pre-service teachers interrogate various theoretical, philosophical, pragmatic and practical perspective related to creativity and contemporary arts education. They consolidate and apply their knowledge and pedagogical approaches related to teaching creativity and the arts in school settings; a particular emphasis in this unit is placed on the post compulsory years of schooling (years 10-12) within the context of relevant national and state curriculum documents. Pre-service teachers develop their confidence in planning for effective learning and teaching in the arts for these stage of schooling along with determining the skills and disposition they require in becoming a critically reflective arts educator. This unit is paired with the unit AEG5205 Creativity and the Arts 1, with both units developing pre-service teachers' understanding of teaching Arts education from year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to teaching both quality and effective arts education in the Later Years of Schooling;
2. Critically evaluate and appraise perspectives related to creativity and arts education including relevant curriculum and assessment documents used in the Later Years of Schooling;
3. Discuss strategies to consider diverse student learning and development in creativity and arts education in the Later Years of Schooling; and
4. Exhibit ways of adopting a critically reflective approach to continuous professional learning and development as an arts educator.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Teaching plan: critically review curriculum and consider pedagogical approaches for teaching one or more of the arts discipline areas to later years, 30%. Project, Reflective arts educator inquiry & practical resource development, 70%. Plus collection of teaching and learning artefacts which is linked to project assessment task. Minimum effective word limit of 5000 words in total.

AEG5207 Teaching English 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teaching English 1 is designed for students who have met VIT's specialist area guidelines for the teaching method area of English. In this unit pre-service teachers build on their specific discipline knowledge to develop an understanding of various theoretical, philosophical, pragmatic and practical perspectives related to the teaching of English. They become familiar with the knowledge and pedagogical approaches related to teaching English in school settings; a particular emphasis in this unit is placed on relevant national and state curriculum documents. Pre-service teachers are encouraged to build their confidence in planning for effective learning and teaching in English along with developing the skills and disposition of becoming a critically reflective English educator. This unit is paired with AEG5208 - Teaching English 2, with both units developing pre-service teachers' understanding of teaching English from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critique pedagogical principles and practices related to teaching both quality and effective English education
2. Interpret perspectives related to English literature and language, including relevant curriculum and assessment documents
3. Evaluate strategies to support student learning in the development of English language
4. Implement and critique approaches to teaching English to diverse learners

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Marshall, Alan (1955) *I Can Jump Puddles*. Australia: Penguin

Assessment: Presentation, An oral presentation related to the teaching of English to a diversity of students, 20%. Review, A review of two media texts with a focus on using language to persuade, 20%. Report, An examination of relevant curriculum and pedagogical approaches, demonstrating an understanding teaching literature with an Australian focus, 60%. Minimum effective word limit of 5000 words in total.

AEG5208 Teaching English 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teaching English 2 is designed for students who have met VIT's specialist are guidelines for the teaching method area of English. In this unit pre-service teachers interrogate various theoretical, philosophical, pragmatic and practical perspective related to contemporary English education. They consolidate and apply their knowledge and pedagogical approaches related to teaching the English in school settings; a particular emphasis in this unit is placed on Poetry and Literature within the context of relevant national and state curriculum documents. Pre-service teachers continue to develop their confidence in planning for effective learning and teaching in the English along with determining the skills and disposition they require in becoming a critically reflective English educator. This unit is paired with AEG5207 - Teaching English 1, with both units developing pre-service teachers' understanding of teaching English from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exemplify and deconstruct pedagogical principles and practices related to teaching both quality and effective English education;
2. Evaluate and appraise perspectives related to English education including relevant curriculum and assessment documents;
3. Devise and formulate strategies to consider diverse student learning and development in English education; and
4. Exhibit ways of adopting a critically reflective approach to continuous professional learning and development as an English educator.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) An anthology of poetry where the poems may be suitable for the secondary English classroom. Guidance will be provided on VU collaborate

Assessment: Presentation, An oral presentation related to the teaching of poetry, 20%. Review, A review of approaches to teaching and evaluating the learning of language, 20%. Report, An examination of relevant curriculum and pedagogical approaches, demonstrating an understanding teaching literature., 60%. Minimum effective word limit of 5000 words in total.

AEG5209 Teaching English as a Second Language 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides an introduction to English as a Second Language teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed. This unit is paired with the unit Teaching English as a Second Language 2, with both units developing pre-service teachers' understanding of teaching English as a Second Language from Year 7 through to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL;
2. Articulate the processes and variables involved in learning English as a second (or additional) language;
3. Analyse ESL learners' language and socio-cultural needs;
4. Devise, trial and evaluate teaching programs to meet ESL learners' language and socio-cultural needs; and
5. Evaluate and articulate current research of ESL to the teaching of ESL.

Class Contact: Seminar 2.5 hrs

Required Reading: Additional resources and tutorial activities will be provided and supported via VU Collaborate Brown, HD, 2006, 5th Edition Principles of language learning and teaching, New Jersey: Prentice Hall

Assessment: Report, Class-based tasks and home-based activities, 20%. Review, Mentoring an NESB Student, 40%. Presentation, Lesson plan, 40%.

AEG5210 Teaching English as a Second Language 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is a continuation of the TESL Methodology unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal. This unit is the second of two units that must be taken for teaching this method area. This unit is paired with AEG5210 - Teaching English as a Second Language 1, with both units developing pre-service teachers' understanding of teaching TESL from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and contextualise knowledge of the institutional contexts of TESL, in particular the role of TESL teachers, to function as a TESL professional in a range of language learning environments;
2. Inquire and articulate ESL learners' language and socio-cultural needs;
3. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally and nationally applicable; and
4. Develop and implement critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate) Brown, HD and Lee 2015 4th edn Teaching by principles: an interactive approach to language pedagogy, New Jersey: Prentice Hall

Assessment: Report, Reflection on learning and teacher, 20%. Project, Interview, 20%. Project, Language research, 60%.

AEG5211 Teaching Humanities 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of curriculum and pedagogy required for effective teaching of humanities. They become familiar with the concepts and constructs that guide teaching of History, Geography, Economics and Business, Civics and Citizenship and the VCE Humanities subjects. Pre-service teachers develop their teaching practice in all these areas and focus on a range of approaches to teaching humanities appropriate for young people in the junior and the post compulsory secondary years of schooling. This unit is paired with AEG5212 - Teaching Humanities 2, with both units developing pre-service teachers' understanding of teaching Humanities from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of curriculum and pedagogy that are effective when teaching humanities
2. Identify the curriculum, teaching and learning requirements of History, Economics and Business, Geography and Civics and Citizenship as isolated subjects but also as integrated subjects when taught as a junior Humanities subject
3. Identify the guidelines, procedures and resources, which support the implementation of humanities curriculum
4. Design, trial and evaluate humanities learning activities which include excursions, fieldwork, discussions, group work, the use of technology and which acknowledge globalization and indigenous perspectives;
5. Evaluate the learning and development students have achieved through the teaching approaches and learning activities conducted

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Minimum effective word limit of 5000 words in total Report, Develop and review a humanities teaching plan, 20%. Review, Evaluation of humanities teaching pedagogy, 10%. Project, Integrating junior secondary humanities subjects into a unit of work, 50%. Review, Curriculum development and evaluation activity, 20%. Minimum effective word limit of 5000 words in total.

AEG5212 Teaching Humanities 2

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study provides pre-service teachers with a sound understanding of curriculum and pedagogy required for effective teaching of humanities. They become familiar with the concepts and constructs that guide teaching of History, Geography, Economics and Business, Civics and Citizenship and the VCE humanities subjects. Pre-service teachers develop their teaching practice in all these areas and focus on a range of approaches to teaching humanities appropriate for young people in the junior and the post compulsory secondary years of schooling. The unit is paired with Teaching Humanities 1. The unit investigates the use of pedagogical approaches to develop units of work, which include inquiry-based learning, the use of relevant humanities based games and approaches which effectively deal with controversy in the classroom. This unit is paired with AEG5211 -

Teaching Humanities 1, with both units developing pre-service teachers' understanding of teaching Humanities from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching humanities identifying those that support specific humanities areas including History, Economics and Geography that are relevant to the students' knowledge background;
2. Discriminate between curriculum, teaching and learning requirements of junior humanities compared to senior humanities;
3. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content; and
4. Design, trial and evaluate senior humanities learning activities which draw on inquiry, problem solving and historical research principles to explore key humanities concepts.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Develop and review a humanities teaching plan, 20%. Review, Evaluation of humanities teaching pedagogy, 10%. Project, Design a senior secondary unit of work, 50%. Review, Curriculum development and evaluation activity, 20%. Minimum effective word limit of 5000 words in total.

AEG5213 Teaching Languages other than English 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teaching LOTE 1 helps pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum are also reflected upon and inform the design of the graduating portfolio. This unit with AEG5214 must be taken for teaching this method area. This unit is paired with AEG5214 - Teaching Languages other than English 2, with both units developing pre-service teachers' understanding of teaching LOTE from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how LOTE students learn, effective teaching and assessment strategies for teaching LOTE;
2. Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
3. Interrogate and evaluate the teaching, learning and assessment requirements for LOTE, together with the guidelines, procedures and resources available to support their implementation;
4. Devise, trial and evaluate LOTE curriculum appropriate for the junior and middle years students; and
5. Analyse and appraise the personal, learning and social effects of LOTE curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Ur, P 1997, A course in language teaching, Cambridge University Press.

Assessment: Report, Teaching plan focusing on junior and middle school students, 20%. Review, Curriculum development and evaluation activity, 40%. Project, Evaluation of teaching approaches used for junior and middle years students, 40%. Minimum effective word limit of 5000 words in total.

AEG5214 Teaching Languages other than English 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Teaching LOTE 2 helps pre-service teachers to develop an understanding of: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit provides pre-service teachers with a sound understanding of the constructs of the discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum is also reflected upon and informs the design of the graduating portfolio. The unit explores resources relevant to the unit of study, especially as outlined through the Victoria Curriculum, VCAL and VCE. This unit is paired with AEG5213 - Teaching Languages other than English 1, with both units developing pre-service teachers' understanding of teaching LOTE from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching LOTE identifying those that support specific language area relevant to the student's knowledge background;
2. Discriminate between curriculum, teaching and learning requirements of junior LOTE compared to senior LOTE;
3. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
4. Design, trial and evaluate senior LOTE learning activities which draw on inquiry, problem solving and or social engagement approaches to learning language; and
5. Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice of teaching LOTE.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Ur, P 1997, A course in language teaching, Cambridge University Press.

Assessment: Report, LOTE teaching plan for senior students, 20%. Review, VCE Curriculum development activity, 40%. Project, Reflection on partnership school inquiry, 40%. Minimum effective word limit of 5000 words in total.

AEG5215 Teaching Mathematics 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Through engagement with materials and interactions with colleagues in this unit of study, and through work in schools during the partnership, pre-service teachers learn how students learn mathematics, and the theory and practice of teaching mathematics. Specifically, during the semester pre-service teachers examine a range of specific Mathematical topics to develop an understanding of how students

in secondary (and primary) schools learn mathematics. They also investigate where there are many student misconceptions and learn how to develop approaches and materials to counter these misconceptions. Curriculum documents and resources are investigated together with the impact of these resources in supporting and remediating poor concepts and learning's in Mathematics. Teaching Mathematics 1 reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. This unit is paired with the unit Teaching Mathematics 2, with both units developing pre-service teachers' understanding of teaching Mathematics from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of how students learn Mathematics, including some of the effective teaching and assessment strategies to counter misconceptions;
2. Analyse the principles and practices of curriculum and pedagogy for teaching mathematics with a focus on student engagement and safe and challenging learning environments;
3. Investigate and evaluate the teaching, learning and assessment requirements of mathematics specific curricula, together with the guidelines, procedures and resources available to support their implementation;
4. Design, trial and evaluate discipline specific curriculum appropriate for teaching mathematics; and
5. Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Goos, M, Stillman, G., & Vale, C 2007 Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, Allen & Unwin

Assessment: Report, A reflective report investigating a learning cycle, 30%. Review, Curriculum activity evaluation (e.g. how to prepare and manage a differentiated classroom), 40%. Project, Content analysis inquiry, 30%. Hurdle task - Participation in development of a collaborative class project. Minimum effective work limit of 5000 words in total.

AEG5216 Teaching Mathematics 2

Locations: Footscray Park.

Prerequisites: Nil

Description: Teaching Mathematics 2 has a major theoretical focus on the aspects that impede the teaching and learning of Mathematics, with particular attention on the impact of the prescribed senior secondary curriculum and how it can exacerbate these issues. Preservice teachers will engage in research, and lead an oral symposium or discussion/debate, on the impact of these issues on students' perceptions of, and participation in, Mathematics. Preservice teachers will also attempt to link the potential positive impact of alternative modes of teaching and learning mathematics to the re-engagement of all school children. These alternative modes include Preservice teachers participating in assessment of projects at the Mathematics Talent Quest and/or developing resources and games for various levels of secondary school Mathematics. Teaching Mathematics 2 reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. This unit is paired with the unit Teaching Mathematics 1, with both units developing pre-service teachers' understanding of teaching Mathematics from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching mathematics identifying those that support specific mathematics areas including the different streams of mathematics for senior secondary school that are relevant to each student's knowledge background; 2. Discriminate between curriculum, teaching and learning requirements of junior mathematics compared to senior mathematics; 3. Elucidate knowledge of how students learn through effective teaching, and alternative learning opportunities and assessment strategies, and how they can provide strategies against some aspects that mitigate against student engagement, and 4. Design, trial and evaluate senior mathematics learning activities which draw on inquiry, problem solving to explore key mathematic concepts.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Goos, M, Stillman, G., & Vale, C 2007, Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, Allen & Unwin

Assessment: Report, Report on alternative approaches to Teaching and Learning Mathematics -MTQ, 20%. Review, Inquiry into Mathematics issues, 30%. Project, Pedagogical inquiry, 25%. Project, Presentation of collaborative class project-development of a resource, 25%. Minimum effective word limit of 5000 words in total.

AEG5217 Teaching Music 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of music in secondary schools. They become familiar with the knowledge and concepts required for teaching music in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit involves a critical exploration of current philosophies and methodologies in the teaching and learning of music including Kodaly, Orff and others, through creative and participatory sessions that draw on the group's individual and collective musical skills and knowledge. How to engage students and develop their understanding of musical concepts and language will be examined through instrumental workshops in percussion, voice, guitar, piano and recorder, reflecting on how these contribute to an integrated instrumental and classroom approach and base for future learning. Basic conducting technique and effective instrumental and choral ensemble practice is explored, and practical questions related to the current challenges and opportunities in the provision of instrumental and classroom music in schools is investigated. This unit is paired with the unit AEG5218 Teaching Music 2, with both units developing pre-service teacher's understanding of teaching music from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and interpret the philosophies and practices of curriculum and pedagogy for teaching music in the junior years of secondary schooling compared with the senior years; 2. Interrogate and evaluate the teaching, learning and assessment requirements of the music knowledge area, together with the guidelines, procedures and resources available to support their implementation; 3. Identify and communicate effective teaching and assessment strategies for classroom and instrumental music that support inclusive and effective learning experiences for junior secondary students; and 4. Devise, trial and evaluate junior music learning activities, lessons and units which draw on constructivist approaches to learning

including inquiry-based and collaborative learning, emphasising creativity and engagement.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Junior secondary years micro music teaching plan, 20%. Review, Reflection on teaching placement, 30%. Project, Development of a Music Unit outline, 50%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5218 Teaching Music 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of music in secondary schools at the senior level. Through a critical investigation of the VCE music curriculum they become familiar with the knowledge and concepts required for teaching music in Years 11 and 12 and how this builds on prior learning. Focusing on both classroom and instrumental music and considering the complex social and educational contexts of music learning, pre-service teachers reflect on the factors and practices that support students to take a creative and professional attitude to music learning and performance. This includes an exploration of the art of practice, use of practical strategies such as the Alexander Technique and the development of a personal philosophy of musicianship and music learning. A range of approaches to music teaching and learning including inquiry learning, problem based learning, composition, improvisation and performance are explored and critiqued. Questions of community engagement and public advocacy in the field of music education are interrogated. This unit is paired with the unit AEG5217 Teaching Music 1, with both units developing pre-service teachers' understanding of teaching music from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching music identifying those that support specific music areas including the different streams of music for senior secondary school that are relevant to the students' knowledge background; 2. Discriminate between curriculum, teaching and learning requirements of junior music compared to senior music; 3. Elucidate knowledge of how students learn, effective teaching and assessment strategies and music specific content; and 4. Design, trial and evaluate senior music learning activities which draw on inquiry, problem solving to explore key music concepts.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, VCE Music microteaching plan, 20%. Review, Event / concert evaluation activity, 30%. Project, VCE Music unit outline, 50%. Minimum effective word limit of 5000 words in total.

AEG5219 Teaching Outdoor Education 1

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study develops pre-service teachers understanding of how to approach the teaching of outdoor education in secondary schools. They become familiar with the knowledge and concepts required for teaching outdoor education in secondary schools. Pre-service teachers will examine the Victorian Curriculum covering years 7-10 and identify the areas that inform teaching outdoor education.

How natural environments can be used to engage students in their learning and the potential of outdoor education to develop a wide range of personal and social attributes will be explored. Issues of safety and risk management to enhance students learning during field activities will be examined through relevant education department policy and documentation. This unit connects with pre-service teachers' secondary school placements and supports pre-service teachers to articulate and reflect on important questions regarding the impact of teachers' work on students' experiences of and learning in secondary schooling by investigating personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings, including the principles underpinning the creation of safe and secure learning environments. This unit is paired with the unit Teaching Outdoor Education 2, with both units developing pre-service teachers' understanding of teaching outdoor education from year 7 through to year 12

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret the principles and practices of curriculum and pedagogy for teaching outdoor education;
2. Differentiate between curriculum and the teaching and learning requirements of outdoor education and other knowledge areas;
3. Deconstruct how students learn, effective teaching and assessment strategies within the classroom and outdoor environments taking into account risk management of outdoor activities;
4. Analyse the principles and practices of curriculum and pedagogy for teaching outdoor education in the junior years of secondary school compared with the senior years;
5. Design, trial and evaluate junior outdoor education learning activities which draw on constructivist approaches to learning including experiential learning and place-based education.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Curriculum investigation activity, 20%. Review, Risk management plan, 20%. Project, Development of curriculum for junior secondary school students, 60%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5220 Teaching Outdoor Education 2

Locations: Footscray Park.

Prerequisites: Nil

Description: In this unit pre-service teachers become familiar with the knowledge and concepts required for teaching outdoor education in the later years of secondary school. A range of approaches that includes both curriculum and co-curriculum delivery will be examined and related to curriculum guidelines and documents for senior secondary school. Constructivist pedagogy including, experiential learning and place-based education will be investigated and applied to teaching practice. How to engage students through outdoor experiences to develop their understanding of human / nature relationships and to critically examine how these relationships are informed by cultural background and history. Links between outdoor experiences and awareness of local and global environmental issues will be explored to investigate concepts of sustainability and management of natural resources. As part of their studies into this teaching specialisation, pre-service teachers will document, reflect, analyse and critique their classroom practice. PSTs collaborate with teams of teachers, focusing on their participation in, and evaluation of the professional discourses that enable teachers to respond constructively to students and their learning needs. This unit is paired with the unit Teaching Outdoor Education 1, with both units developing pre-service teachers' understanding of teaching year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Substantiate the principles and practices of teaching outdoor education that support students understanding of humans relationship with the natural environments including the influences of cultural background and history;
2. Differentiate between curriculum, teaching and learning requirements of co-curricular outdoor education and VCE outdoor and environmental studies curriculum;
3. Appraise how students learn, effective teaching and assessment strategies and discipline specific content; and
4. Design, trial and evaluate senior outdoor & environmental activities which draw on constructivist teaching approaches including experiential learning, place-based education

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, VCE Curriculum evaluation activity, 20%. Project, Senior secondary school curriculum development, 60%. Report, Monitoring of student assessment, 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5221 Teaching Physical Education 1

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit provides pre-service teachers with a sound understanding of the pedagogical constructs of the physical education discipline area. They become familiar with the knowledge and concepts required for teaching at the middle school level in physical education. Specific information regarding models of physical education curriculum and the teaching styles that practitioners in this discipline area use to facilitate student engagement will be examined. This unit support students' capability to construct physical education specific lesson and unit plans and design assessment strategies that provide evidence of learning to their students, care givers, and professional stakeholders. This unit is paired with AEG5222 - Teaching Physical Education 2, with both units developing pre-service teachers' understanding of teaching Physical Education from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate an understanding of the key pedagogical principles in the areas of physical education, health and human development and sport education;
2. Evaluate physical education and sport education in schools with particular emphasis on post-primary schools;
3. Formulate effective teaching and assessment strategies within the classroom and physical activity environments applicable to middle school students
4. Investigate the role of the teacher and curriculum in relation to facilitating student engagement in physical education; and
5. Devise practical experiences that will expose middle students to common team pursuits appropriate for adolescents.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, School observations and reflection, 20%. Project, Teaching plan for a series of secondary education classes, 50%. Review, Evaluation of secondary physical education models, 30%. Minimum effective word limit of 5000 words in total.

AEG5222 Teaching Physical Education 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides pre-service teachers with a comprehensive knowledge of the constructs and application of a senior school focus of physical education based around the Physical Education Study Guide. They become familiar with concepts required for teaching in this discipline area with a student-centred focus at the post compulsory curriculum level. This unit also considers the priorities of classroom management and teaching students with special educational needs within the physical education domain. This content component will provide graduates skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with AEG5221 - Teaching Physical Education 1, with both units developing pre-service teachers' understanding of teaching Physical Education from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exemplify knowledge of how students learn, effective teaching and assessment strategies in relation to complex and discipline specific content
2. Evaluate the principles and practices of curriculum and pedagogy for teaching in the post-compulsory years
3. Design teaching, learning and assessment materials specific to the area of post-secondary physical education together with the guidelines, procedures and resources available to support their implementation;
4. Appraise the personal, learning and social effects of physical education curriculum and pedagogy;
5. Formulate practical experiences that will highlight classroom management strategies applicable to a diverse student cohort

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Oral presentation of classroom management inquiry, 20%. Review, Student centred pedagogy essay, 30%. Presentation, Teaching and curriculum plan exploring innovative physical practices at the senior level, 50%. Minimum effective word limit of 5000 words in total.

AEG5223 Teaching Psychology 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with an understanding of the constructs of the psychology discipline area and how to approach the teaching of psychology related subjects in secondary schools. Pre-service teachers will examine the Victorian Curriculum and become familiar with the knowledge and concepts that inform teaching psychology related subjects. They will also become familiar with psychology related subjects offered in the senior years of secondary school and undertake an in depth study of the curriculum design, guidelines and documents associated with one of these psychology subjects. Students will investigate psychology curriculum content, selection and organisation during the unit and then explore how to plan, structure and sequence learning programs to cover the content. Students will have the opportunity to practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with the unit AEG5224 Teaching Psychology 2, with both units developing pre-service teachers' understanding of teaching psychology at secondary schools to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies related to psychology content;
2. Analyse the principles and practices of curriculum and pedagogy for psychology with a focus on student engagement;
- 3.

Evaluate the teaching, learning and assessment requirements of psychology curricula;

4. Devise, trial and evaluate psychology specific curriculum appropriate for the middle years and /or post-compulsory years of schooling; and

5. Demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in teaching psychology.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Design and present a lesson plan, 20%. Review, Plan a psychology focused excursion, 40%. Project, Present psychology related curriculum, 40%. Minimum effective word limit of 5000 words in total.

AEG5224 Teaching Psychology 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides pre-service teachers with a sound understanding of the constructs of the Psychology discipline area. They become familiar with the knowledge and concepts required for teaching in this Psychology study. This unit focuses on the senior years of secondary school in particular VCE curriculum. A range of approaches that includes both curriculum and co-curriculum delivery will be examined and related to curriculum guidelines and documents that make up the psychology subjects for senior secondary school. Students will have the opportunity to investigate the use of various learning theories and teaching strategies during the preparation, presentation and reflection of psychology related lessons and a VCE unit of work. Students will practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with the unit AEG5223 Teaching Psychology 1, with both units developing pre-service teachers' understanding of teaching psychology at secondary schools to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate a solid understanding of the content of the VCE Psychology Study Design;
2. Devise a Psychology course and prepare appropriate lesson plans;
3. Evaluate relevant support materials from a broad range of sources;
4. Critically evaluate a range of assessment strategies to satisfy the VCE requirements; and

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Critically review two online psychology related resources, 20%. Project, Design a unit for teaching VCE psychology, 50%. Report, Evaluate and develop an assessment task for VCE psychology, 30%. Minimum effective word limit of 5000 words in total.

AEG5225 Teaching Science 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of science in secondary schools. They become familiar with the knowledge and concepts required for teaching science in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to science teaching including, inquiry learning, problem based learning, and scientific method. How to engage students and develop their understanding of scientific concepts and language will be examined as this builds a base for future learning. This unit is paired with

AEG5226 Teaching Science 2 with both units developing pre-service teachers' understanding of teaching science between Years 7 - 10 curriculum and in the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content;
2. Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
3. Interrogate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
4. Devise, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling; and
5. Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Micro teaching activity, 30%. Review, Case writing activity, 30%. Project, Project partnership inquiry, 40%. Minimum effective word limit of 5000 words in total.

AEG5226 Teaching Science 2

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the science discipline area. They become familiar with the knowledge and concepts required for teaching in this discipline area. Whilst emphasis is on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. Students will have the opportunity to investigate the use of various learning theories and teaching strategies during the preparation, presentation and reflection of science related lessons to VCE unit of study. This unit is paired with AEG5225 Teaching Science 1 with both units developing pre-service teachers understanding of teaching science from Year 7 to Year 12

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching science identifying those that support specific science areas including Chemistry, Biology, Physics, Environmental Science that are relevant to the students' knowledge background;
2. Discriminate between curriculum, teaching and learning requirements of junior science compared to senior science;
3. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content; and
4. Design, trial and evaluate senior science learning activities which draw on inquiry, problem solving and or scientific method to explore key scientific concepts.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Review of science pedagogy, 30%. Project, VCE Curriculum evaluation and development, 70%. Minimum effective word limit of 5000 words in total.

AEG5227 Teaching Student Welfare 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study, along with the unit Teaching Student Welfare 2, provides pre-service teachers with a sound understanding of the how to approach the teaching of student welfare in secondary schools. They become familiar with the knowledge and concepts required for teaching student wellbeing, welfare and resilience with a focus on Primary Prevention and Early Intervention approaches. This unit emphasises the utilisation of inquiry learning, problem based learning, role-play, negotiation and applying positive education concepts. How to engage students and develop their understanding of wellbeing concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5228 Teaching Student Welfare 2 with both units developing pre-service teachers understanding of teaching student welfare from Year 7 to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies within student welfare;
2. Analyse the principles and practices of curriculum and pedagogy for teaching in the junior and middle years of secondary of schooling with a focus on student engagement and safe and challenging learning environments;
3. Interrogate and evaluate the teaching, learning and assessment requirements of student welfare curricula, together with the guidelines, procedures and the resources available to support their implementation
4. Devise, trial and evaluate student welfare curriculum appropriate for the junior and middle years of secondary of schooling; and
5. Analyse and appraise the personal, learning and social effects of curriculum and pedagogy in relation to primary prevention and early intervention frameworks.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Teaching plan focusing on prevention and early intervention, 30%. Presentation, Evaluation of junior and middle years curriculum, 50%. Case Study, Student Welfare in schools, 20%. Minimum effective word limit of 5000 words in total.

AEG5228 Teaching Student Welfare 2

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit of study, along with the unit Teaching Student Welfare 1, provides pre-service teachers with a sound understanding of how to approach the teaching of student welfare in secondary schools. They become familiar with the knowledge and concepts required for teaching student wellbeing, welfare and resilience with a focus on the Intervention and Post intervention approaches. This unit examines strategies appropriate to working with junior and senior secondary student. How to engage students and develop their understanding of wellbeing concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5227 Teaching Student Welfare 1 with both units developing pre-service teachers understanding of teaching student welfare from Year 7 to Year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students and engage with learning in the post compulsory years of school examining, effective teaching and assessment strategies;
2. Synthesise the principles and practices of curriculum and pedagogy for teaching in the middle and senior years of secondary school with a focus on student

wellbeing; 3. Articulate and facilitate professional collaborative relationships with related professionals in the student welfare framework; 4. Critique, generate and evaluate welfare curriculum appropriate for the middle years and /or post-compulsory years of schooling; and 5. Analyse and appraise the personal, learning and social effects of curriculum and pedagogy in relation to Intervention and post intervention frameworks, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact:Seminar 2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Report, Outline of sessions for Wellbeing curriculum, 20%. Case Study, Analysis and resolution of students' welfare and wellbeing cases in the middle and senior years, 40%. Presentation, Development and evaluation of student Wellbeing curriculum and units of work, 40%. Minimum effective word limit of 5000 words in total.

AEG5229 Teaching Technology 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study will provide pre-service teachers with a sound understanding of the constructs of the Technology discipline area. They will become familiar with the knowledge and concepts required for teaching in the studies of Technology. For example, pre-service teachers will examine the themes of technologies and society context of technology use and creating design solutions. Pre-service teachers will focus on junior and middle years of secondary schooling. It reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. This unit combined with AEG5230 Teaching Technologies 2 will provided pre-service teachers with an understanding of the curriculum and pedagogy for teaching year 7 to year 12.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Elucidate knowledge of how students learn, effective teaching strategies and technology discipline specific content at the middle years level; 2. Devise and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment; 3. Reflect, evaluate and transform their knowledge and practice in the technology discipline; and 4. Interrogate and evaluate the teaching, learning and assessment requirements of the technology specific curricula, together with the guidelines, procedures and resources available to support their implementation.

Class Contact:Seminar 2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate).

Assessment:Case Study, Case investigation study of technology in schools, 20%. Report, Middle Years Technology Unit teaching plan, 40%. Review, Critique of practices in the areas, such as, wood and food technologies, 40%. Minimum effective word limit of 5000 words in total.

AEG5230 Teaching Technology 2

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study will provide pre-service teachers with a sound understanding of the constructs of the Technology discipline area. Pre-service teachers will focus on the senior years of secondary school. They will have the opportunity to investigate the use of various learning theories and teaching strategies through developing Technology related lessons. Pre-service teachers will become familiar with the knowledge and concepts required for teaching VCE, VCAL and VET-related technology studies. This unit combined with AEG5229 Teaching Technology 1 provides pre-service teachers with the understanding of curriculum and pedagogy to teach from Year 7 to Year 12.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn and effective teaching strategies for senior secondary technology studies; 2. Formulate practical experiences and assessments that will engage senior school students; 3. Critique the range of curriculum and resources for technology studies in the areas of VCE, VET and VCAL; 4. Reflect, evaluate and transform their knowledge and practice in the Technology discipline relevant to students at the post compulsory school level.

Class Contact:Seminar 2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Review, Analysis of pedagogy for senior secondary students, 30%. Report, Critique and plan a senior secondary unit of study, 70%. Hurdle tasks (collection of technology teaching and learning artefacts) (ungraded).

AEG5233 Extended Discipline Study 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:Extended Discipline Study 1 offers pre-service teachers an opportunity to pursue a single teaching method in a nominated or high demand area to develop their knowledge and understanding of senior secondary curriculum in greater detail. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 1 aims to provide pre-service teachers with the foundation to build, their discipline study for senior secondary students through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This includes areas such as science, mathematics, music and creativity in the arts that have multiple areas of study at the senior level. This unit extends pre-service teachers understanding of the constructs of the discipline area. The unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content for senior secondary school students; 2. Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments; 3. Interrogate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation; 4. Devise, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling; and 5. Analyse and appraise the personal, learning and social effects of discipline specific

curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Seminar 2.5 hrs

Required Reading: The unit of study lecturer will provide readings and resources at the commencement of the unit. VCAA, Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne: <http://vels.vcaa.vic.edu.au/>. VIT, Standards for graduating teachers, Victorian Institute of Teaching, Melbourne, accessed 13 June 2012,

<http://vit.vic.edu.au/SiteCollectionDocuments/PDF/Standards-for-Graduating-Teachers-jan-09.pdf>. Australian Curriculum and Assessment Reporting Authority, The Australian curriculum, Australian Curriculum and Assessment Reporting Authority, accessed 13 June 2012, <http://www.australiancurriculum.edu.au/>.

Assessment: Report, Teaching plan that is focused on requirements of senior secondary school students, 20%. Review, Evaluation of the VCE curriculum requirements, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5234 Extended Discipline Study 2

Locations: Footscray Park.

Prerequisites: AEG5233 - Extended Discipline Study 1 Nil.

Description: Extended Discipline Study 2 offers pre-service teachers the opportunity to pursue a single teaching method in a nominated or high demand area to develop their knowledge and understanding of senior secondary curriculum in greater detail. This unit of study is designed to extend a single teaching method. It builds on the concepts covered in Extended Discipline Study 1, providing opportunities to explore concepts of metacognition, motivation and engagement of the senior student. This unit is the second of two units that must be taken for teaching this method area.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse the breadth of knowledge and skills that relates to their discipline area;
2. Evaluate the principles and practices of curriculum and pedagogy for teaching senior secondary school students Interrogate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
3. Devise, trial and evaluate specific learning activities that promote senior students engagement with the discipline area; and
4. Analyse and appraise student learning in the relevant discipline encouraging self-evaluation and awareness in individual students.

Class Contact: Seminar 2.5 hrs

Required Reading: The unit of study lecturer will provide readings and resources at the commencement of the unit. VCAA, Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne available online:

<http://vels.vcaa.vic.edu.au/>. VIT Standards for graduating teachers, Victorian Institute of Teaching, Melbourne, accessed 13 June 2012, <http://vit.vic.edu.au/SiteCollectionDocuments/PDF/Standards-for-Graduating-Teachers-jan-09.pdf>. Australian Curriculum and Assessment Reporting Authority, The Australian curriculum, Australian Curriculum and Assessment Reporting Authority, accessed 13 June 2012, <http://www.australiancurriculum.edu.au/>.

Assessment: Report, Evaluation of assessment techniques for senior students' learning, 20%. Review, Curriculum evaluation that examines the breadth of the discipline, 40%. Project, Reflection and examination of teaching practice, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

AEG5235 Teaching Health 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to prepare re-service teachers to confidently teach health education and engage in health promotion in the post primary years (7 - 10) of compulsory education. In the unit pre-service teachers build on their health and wellbeing discipline knowledge to develop an understanding of various theoretical, philosophical and practical perspectives on secondary school health education and promotion. The unit is informed by a focus on state, national and global approaches to health education and promotion, including curricular and whole-school models. From these foundational perspectives and pedagogical frameworks, pre-service teachers will develop skills to promote secondary school student's health knowledge and wellbeing through classroom and school practices. Key health education and promotion concepts considered include the social construction of health; employing a strengths-based focus; mental health and building resilience; developing critical health literacy; teaching sensitive topics; social and emotional learning; and taking a harm minimisation approach in the context of adolescent developmental imperatives. In this unit pre-service teachers build their confidence in planning for effective learning and teaching in health along with developing the skills and disposition of becoming a critically reflective educator. This unit connects with pre-service teachers' school placement experiences and supports their inquiry into teachers' work including the principles underpinning the creation of supportive and safe classroom environments. This unit is paired with the unit AEG5236 Teaching Health 2, with the two units together developing pre-service teachers' understanding of health education and health promotion from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the principles and practices of curriculum and pedagogy for teaching health education in the junior years of secondary schooling;
2. Evaluate and apply foundation health education and promotion principles that support inclusive student participation and enable young people to enhance their health and wellbeing;
3. Identify, synthesise and apply developmentally and socio-culturally appropriate health education and promotion resources and strategies;
4. Devise, trial and evaluate health education and promotion learning and assessment activities appropriate for the 7 - 10 years of schooling.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Health education microteaching presentations - devise, trial and evaluate a range of health education pedagogies, 30%. Review, Review of the positioning of health education and health promotion in a secondary school., 30%. Project, Partnership Inquiry (2500 words), 40%. Minimum effective word limit of 5000 words in total, or equivalent.

AEG5236 Teaching Health 2

Locations: Footscray Park.

Prerequisites: Nil

Description: This unit is designed to enable students to effectively and competently teach health in the later years of secondary school (VCE /post-compulsory level). The unit will examine the structure of VCE/post compulsory health studies through a focus on the content and approaches outlined in post compulsory programs. The unit is informed by a focus on state, national and global approaches to health education and promotion with a focus on teaching at post compulsory level. Core health education and promotion principles of the social basis of health; the importance of

taking a strengths-based approach to sustain individual, community and global health and human development; and enabling senior secondary school students to take informed action to promote their own health through both curriculum and co-curriculum strategies provide the focus for pre-service teachers to develop their knowledge and skills of teaching and health promotion strategies, assessment practices, requirements and regulations for teaching health at VCE/ post compulsory level. In this unit pre-service teachers document, analyse, trial, critique and reflect on health education and promotion guidelines and their own teaching practice to develop their skills and confidence in planning for effective learning and teaching in senior school health in conjunction with developing their skills as a critically reflective educator. This unit connects with pre-service teachers' school placement experiences and supports their inquiry into teachers' work including contemporary student-centred approaches to teaching and student engagement with school and schooling. This unit is paired with the unit AEG5235 Teaching Health 1; with the two units together developing pre-service teachers' understanding of health education and health promotion from year 7 through to year 12.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret the principles and practices of curriculum and pedagogy for teaching later years of schooling health education;
2. Identify and apply health education and promotion theoretical underpinnings to pedagogical practices;
3. Critically evaluate and apply different curriculum models and pedagogical approaches of health education and promotion;
4. Analyse the principles and practices of curriculum and pedagogy for teaching health education and promotion in the senior years of secondary school compared with the junior years;
5. Design, trial and evaluate senior health education and promotion teaching and learning activities which draw upon contemporary, best-practice guidelines.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Senior health teaching artefact demonstrations and evaluation, 20%. Project, Inquiry/action research project into differentiated learning, 30%. Portfolio, Development of an original suite of connected health teaching resources within a unit plan, 50%.

AEG5237 Teaching Middle Years - 1

Locations: Footscray Park.

Prerequisites: Satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods. An undergraduate major area of study relating to a teaching specialisation as detailed in the VIT teaching specialist guidelines.

Description: This unit of study provides pre-service teachers with a sound understanding of middle schooling approaches to learning. They become familiar with the concepts and construct that guide teaching of middle years students which in Victoria are identified by the Department of Education and Training as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. Using this specialist area they focus on theories and learning of middle schooling and development of middle years students' literacy and numeracy. This unit is paired with the AEG5238 Teaching Middle Years 2 unit of study with both units developing students understanding of teaching in the middle years of schooling.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of curriculum and pedagogy for teaching in

- the middle years;
2. Discriminate between curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
3. Design, trial and evaluate middle schooling learning activities which draw on social constructivist approaches to learning, including group work, student negotiated learning, independent and small group inquiry and experiential learning; and
4. Evaluate the learning and development students have achieved through the teaching approaches and learning activities conducted.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Middle years pedagogy, 30%. Report, Teaching plan, 40%. Project, Monitoring middle years students' learning, 30%. Minimum effective word limit 5000 words.

AEG5238 Teaching Middle Years - 2

Locations: Footscray Park.

Prerequisites: Satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods. An undergraduate major area of study relating to a teaching specialisation as detailed in the VIT teaching specialist guidelines.

Description: This unit of study provides pre-service teachers with an extended understanding of middle schooling approaches to learning. They become familiar with the concepts and constructs that guide teaching of middle years students, which in Victoria are identified by the Department of Education and Training as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. This unit provides a specific focus on the notion of adolescence and the type of pedagogical approaches that are effective with middle years students including inquiry learning and problem-based learning. This unit is paired with the AEG5237 Teaching Middle Years 1 unit of study with both units developing students understanding of teaching in the middle years of schooling.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate chosen principles and practices of curriculum and pedagogy for teaching in the middle years;
2. Critically analyse curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum, identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
3. Develop, trial and evaluate units of work based on middle year curriculum, which are underpinned by social constructivist approaches to learning, such as inquiry learning, experiential learning, problem based learning and student negotiated learning; and
4. Reflect upon the personal development, learning and social effects of the implemented curriculum and teaching approaches.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Middle years schooling unit development plan, 30%. Project, Monitoring middle years students' learning and development of inquiry unit plan., 70%. Minimum effective word limit 5000 words.

AEK1203 Indigenous Health and Wellbeing

Locations: St Abans.

Prerequisites: Nil.

Description: The origins of health behaviours are located in a complex range of environmental socioeconomic, family and community factors. A number of studies have found that between one-third and one-half of the health gap between Indigenous Australians and non-Indigenous Australians is associated with differences in socioeconomic indicators such as education, employment and income. In this unit, students develop the knowledge and understanding of measures such as community functioning that show that Indigenous Australians draw strength from a range of health determinants such as connectedness to family, land, culture and identity. Students also investigate the impact of settlement / invasion and the pathways from racism to ill health that have led to cultural and social impacts on Indigenous individuals and communities. Students reflect on their own cultural understandings and are asked to critique a range of policy and professional practice processes. They delve into the epidemiological profile of Indigenous health in contemporary Australia and gain skills and competencies to collaborate and work with Indigenous Australians.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the impact of colonial settlement on the cultural, health and social outcomes of different Indigenous populations;
2. Describe how different policy approaches and practices have shaped and framed cultural, health and social outcomes for Indigenous communities;
3. Demonstrate a clear understanding of the principal health issues confronting Indigenous communities; and
4. Recognise the importance of culturally appropriate and culturally safe nursing and health services and modes of delivery for Indigenous populations.

Class Contact: Lecture 2.0 hrs Tutorial 2.0 hrs

Required Reading: no required texts

Assessment: Journal, Written assessment (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Group presentation (1 hour), 30%.

AEK2202 Global Indigenous Issues

Locations: St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: This unit of study will address the broader global issues that are common throughout Indigenous communities all over the world. This will be done through the exploration of themes and questions such as the following: constructions of the notion of 'race'; ethnicity and multiple Indigenous ethnicities within Indigenous societies; identity, its construct and label appointment; legal and national definitions of Indigeneity; concepts of whiteness and their origins.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate the common usage and constructions of 'race', 'identity' and 'ethnicity' within and beyond Indigenous communities;
2. Explore the multi-faceted nature of identity as related to social, cultural and legal contexts;
3. Identify the implications of these concepts, including the concept of 'whiteness', for Indigenous peoples and their communities;
4. Utilise knowledge of historical constructs to identify, plan and carry out a small investigation on a related topic of interest; and
5. Synthesise and present findings from an investigation in a format appropriate to the topic and nature of the investigation.

Class Contact: Tutorial 2.0 hrs

Required Reading: The Unit Co-ordinator will provide a unit reader at the commencement of the unit.

Assessment: Report, A report of an investigation, in a format negotiated between student and lecturer., 50%. Review, A compiled critical review and reflection on readings and experiences, 50%. The assessment tasks in this unit represent a 3000 equivalent word count.

AEK2203 Indigenous Perspectives On Sustainability

Locations: St Albans.

Prerequisites: Nil.

Description: Indigenous Perspectives on Sustainability focuses on traditional Aboriginal society. The following key areas are investigated: the relationship of Indigenous people with the environment and the impact of colonisation/dispossession; contemporary Indigenous society; self-determination and control of cultural heritage; native Title - the meaning of Mabo, Wik and the 10 point plan; Indigenous society and plant resources; management of protected areas; council for Aboriginal reconciliation; ATSIC and beyond; Kulin Nation Cultural Heritage; and Indigenous Spirituality and Environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify the key issues of land management for Indigenous communities;
2. Describe the relevance of Indigenous perspectives to contemporary environmental issues in Australia;
3. Summarise and analyse articles with a broad Indigenous focus; and
4. Connect and engage meaningfully with guest speakers.

Class Contact: Seminar 2.0 hrs

Required Reading: Presland, G 2004, Aboriginal Melbourne: The last land of the Kulin people, Melbourne: McPhee Gribble. Reynolds, H & Pascoe, B 1999, Convincing ground, Aboriginal Studies Press.

Assessment: Assignment, Major assignment on relevance of Indigenous perspectives on contemporary issues of sustainable environmental management, 50%. Review, Review of 7 current newspaper articles on issues discussed in classes, 20%. Report, Based on community organisation visits, 30%. Total effective word limit 3000 words.

AEK3000 Indigeneity in a Changing Global World

Locations: St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: The global context of this unit encompasses organisational perspectives such as UNESCO's acknowledgement that Indigenous groups are under challenge globally from development, global warming and globalisation; or political initiatives such as the Australian government's celebration of an Asian century. How might Indigeneity assert itself legally, culturally, socially and technologically to secure and/or ensure an equitable and respected place in a 'multicultural', globalised context? Students will build on prior learning to investigate, via discipline and multi-discipline group work, a defined 'wicked problem' as a capstone project. The challenges identified may include combinations of urban, regional and global development, planning and policy, mining and land resource use, land rights, reconciliation, international agreements, human rights, Indigenous rights and cultural heritage, sovereignty and constitutional rights, traditional owner rights, governance power and control, deviance and normality.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically interrogate cultural norms and the colonial and global systems and structures that privilege and disadvantage groups, either within a localised space,

context or environment or a global changing world; 2. Integrate and manage their own and student group practices and epistemologies within a framework that acknowledges a range of modes of community leadership and influence; 3. Articulate and demonstrate respect for cultural difference, diversity within Indigenous communities in Australia and globally, and the value of an Indigenous life experience as a social concept; 4. Critically review and apply methods of problem-solving in socially and culturally diverse settings; and 5. Hypothesise and predict land management, planning, cultural heritage and Indigenous practices for the 21st Century, and beyond, that may be applied to varied social communities.

Class Contact:Seminar3.0 hrs

Required Reading:Students will be required to source texts appropriate to their project topic.

Assessment:Assignment, Negotiated problem proposal, 10%. Report, 'Mini Summit' report and presentation, 40%. Report, Report and presentation at multi-discipline 'UN summit', 50%. Students enrolled in this unit will be involved in discipline and multi-discipline group work involving a community-based wicked problem via research project or 'on-the-ground' project work in a localised or global setting that will be used as the basis for their assessment. The assessment tasks in this unit represent a 3000 equivalent word count.

AEK3202 Global Indigenous Leadership

Locations:St Abans.

Prerequisites:Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description: In this unit, students will be supported to explore themes and questions around forms of Indigenous leadership and nationhood in local, national and international contexts. They will also consider and analyse the role and impact of contemporary and historical Indigenous leaders, the variety of challenges of second and third world indigenous leadership and political engagement. The concept of fourth world nations and the role of the Indigenous leaders, governments and the United Nations in engaging and managing the global implications of corporate globalisation for Indigenous peoples will also be explored.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically examine and synthesise the global issues that underpin government policy, global Indigenous issues and Indigenous leadership;
2. Articulate the emergence of global Indigeneity and the intertwining of Indigenous Australian and global issues in forums such as the UN;
3. Relate concepts of Indigenous leadership, activism and community to complex international issues impacting Indigenous and other peoples;
4. Develop an in-depth critical case study of a national or international Indigenous issue, including an exploration of dimensions of Indigenous leadership;
5. Present a succinct written report of experiences and learning outcomes from an investigation or study tour; and
6. Design a creative output that reflects critical perspectives, solutions or narratives to engage an audience of peers in the topic of investigation or experience.

Class Contact:Seminar2.0 hrs

Required Reading:The Unit Co-ordinator will provide a unit reader at the commencement of the Semester. Students will also be expected to independently locate works relevant to their investigation.

Assessment:Case Study, A grounded case study on a particular form of global Indigenous leadership., 30%. Report, Report on participation in study tour or equivalent project including creative output, 70%. The assessment tasks in this unit represent a 3000 equivalent word count.

AER8000 Research Thesis (Full-Time)

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit of study - the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Class Contact:Independent research in addition to regular meetings with the supervisor.

Required Reading:To be advised by supervisor.

Assessment:The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AER8001 Research Thesis (Part-Time)

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit of study - the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Class Contact:Independent research in addition to regular meetings with the supervisor.

Required Reading:To be advised by supervisor.

Assessment:The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

AER8507 Research Thesis (Full-Time)

Locations:Footscray Park.

Prerequisites:Satisfactory completion of the four course work units achieving an average of 70% or H2A.

Description:This unit contributes to the graduate researcher's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion.

Credit Points: 48

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Develop expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field;
2. Demonstrate intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem;
3. Utilise cognitive, technical and creative skills to: a) design,

develop and implement research project/s to systematically investigate a research problem, b) develop, adapt and implement research methodologies to extend and redefine existing knowledge, c) manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Employ expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Conceptually map strategies for achieving their own learning and career goals; 6. Develop intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Substantiate ethical practice and full responsibility and accountability for personal outputs; and 8. Show autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar. 9. Generate original knowledge and understanding to make a substantial contribution to the discipline and/or professional practice

Class Contact: Independent research in addition to regular meetings with supervisor and co-supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The graduate researcher will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The development of the thesis will be regularly assessed by the supervisory team, the College and University through regular progress reports. The graduate researcher will demonstrate expert skills in designing, implementing, analyse, theorising and communicating research that makes a significant and original contribution to knowledge and/or professional practice. The thesis is examined by two external examiners of international standing. Thesis, Research Thesis, Pass/Fail.

AER8509 Research Thesis (Part-Time)

Locations: Footscray Park.

Prerequisites: Satisfactory completion of the four course work units achieving an average of 70% or H2A.

Description: This unit contributes to the graduate researcher's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the graduate researcher will be expected to demonstrate progress towards thesis completion.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field;
2. Demonstrate intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem;
3. Utilise cognitive, technical and creative skills to: a) design, develop and implement research project/s to systematically investigate a research problem, b) develop, adapt and implement research methodologies to extend and redefine existing knowledge, c) manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature;
4. Employ expert communication skills to explain and

critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Conceptually map strategies for achieving their own learning and career goals; 6. Develop intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Substantiate ethical practice and full responsibility and accountability for personal outputs; 8. Show autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar; and 9. Generate original knowledge and understanding to make a substantial contribution to the discipline and/or professional practice.

Class Contact: Independent research in addition to regular meetings with supervisor and co-supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The graduate researcher will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The development of the thesis will be regularly assessed by the supervisory team, the College and University through regular progress reports. The graduate researcher will demonstrate expert skills in designing, implementing, analyse, theorising and communicating research that makes a significant and original contribution to knowledge and/or professional practice. The thesis is examined by two external examiners of international standing. Thesis, Research Thesis, Pass/Fail.

AER8517 Investigating Professional Practice

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: The focus of this unit is on conducting practitioner research to investigate professional practice and workplace issues that impact on that practice. This unit will investigate the history, traditions and philosophy of a range of theories of practice, especially as they apply in educational research and the development of professional practice. Content includes: theories of practice; history; traditions; philosophy; methodologies; research; application of a range of practitioner research theories and methodologies to professional practice and applied study. This unit will enable graduate researchers to explore and reflect on a range of theories of practice and related methodologies in order to determine the most appropriate paradigms and approaches within which to plan their thesis research. This will also contribute to the generation of new knowledge.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review and analyse the history, traditions and philosophy of relevant theories of practice;
2. Critically review, synthesise and evaluate relevant literature on theoretical frameworks and methodologies; and
3. Undertake systemic investigation and interrogation of key theories and methodologies employed by professionals to research their own practice.

Class Contact: This unit is delivered in a cohort based, once a month session. Each day has a component of a lecture, seminar focus and a workshop and the online component is off campus throughout the unit delivery.

Required Reading: Required text: Nicolini, D. (2012). Practice theory, work and organisation: an introduction. Oxford: Oxford University Press. Additional References: Kemmis, S.; McTaggart, R. & Nixon, R. (2014). The action research planner: doing critical participatory action research. Singapore: Springer. Gray, D.E., (2014) Doing

Research in the Real World, 3rd Edition, London, SAGE Publications Ltd. Specific readings will be provided for each session, with the session presenters contributing selected readings. Presenters and graduate researchers in the unit of study are encouraged to share readings.

Assessment: ICT (Wiki, Web sites), Engage in critical reflection, analysis and evaluation of readings about theories of practice via online discussion forum; equivalent to 2500 words., 30%. Essay, An authoritative rationale and plan for the theoretical framework and methodology selected for the conducting of the doctoral research; 5000 words., 70%.

AER8519 Workplace Project (Masters)

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: This unit of study provides the opportunity to conduct research on professional practice in the workplace. It is a study of relevant policies, literature, and analysis in a practical context. It is advised that the project be constructed to be achieved within the requisite timeframe. This project provides for exit from the Doctor of Education with a Master of Education (Professional Practice). The focus and form (for example, a creative work) are to be negotiated with the supervisor and it should be a project of use and value to the student and to their work.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Complete a project research report on professional practice that demonstrates mastery of different academic and professional writing genres;
2. Work collaboratively and ethically in conducting research and communicating research outcomes;
3. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
4. Review and critique relevant and current scholarly literature/s relating to the thesis topic;
5. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
6. Communicate authoritatively structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review; and
7. Respond to feedback on their work, and show the capacity to engage in an academic discourse.

Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.

Required Reading: Gray, D.E., (2014) 3rd edition *Doing Research in the Real World*, London, SAGE Publications Ltd. Malloch, M. Cairns, L., Evans, K., and O'Connor, B.N., (eds) (2013) *The SAGE Handbook of Workplace Learning*, London, SAGE Publications Ltd.

Assessment: Other, Workplace project (15-20,000 words), Pass/Fail. The Workplace Project will be a paper/minor thesis of no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the project will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of three outcomes for the workplace project: (a) passed; (b) passed subject to amendments being made to the satisfaction of the supervisor; or (c) failed. .

AER8520 Workplace Project A (Doctoral)

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: This unit of study will include issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic

contexts; utilisation of academic and 'industrial' resources and values.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Research an aspect of professional practice in the workplace; and
2. Present a project for examination.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8521 Workplace Project B (Doctoral)

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and 'industrial' resources and values.

Credit Points: 48

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8531 Workplace Project (Masters) Part-Time

Locations: Footscray Park, and partnership locations..

Prerequisites: Satisfactory completion of the four units.

Description: This unit of study provides the opportunity to conduct research on professional practice in the workplace. It is a study of relevant policies, literature, and analysis in a practical context. It is advised that the project be constructed to be achieved within the requisite timeframe. This project provides for exit from the Doctor of Education with a Master of Education (Professional Practice). The focus and form (for example, a creative work) are to be negotiated with the supervisor and it should be a project of use and value to the student and to their work.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Complete a project research report on professional practice that demonstrates mastery of different academic and professional writing genres;
2. Work collaboratively and ethically in conducting research and communicating research outcomes;
3. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
4. Review and critique relevant and current scholarly literature/s relating to the thesis topic;
5. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
6. Communicate authoritatively structured, coherent ideas in a sustained written

composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review; and 7. Respond to feedback on their work, and show the capacity to engage in an academic discourse.

Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.

Required Reading: Gray, D.E., (2014) 3rd edition *Doing Research in the Real World*, London, SAGE Publications Ltd. Malloch, M. Cairns, L., Evans, K., and O'Connor, B.N., (eds) (2013) *The SAGE Handbook of Workplace Learning*, London, SAGE Publications Ltd.

Assessment: Project, Workplace project (15-20,000 words), Pass/Fail. The Workplace Project Report will be a paper/minor thesis of no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the project will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of three outcomes for the workplace project: (a) passed; (b) passed subject to amendments being made to the satisfaction of the supervisor; or (c) failed.

AER8532 Workplace Project A (Doctoral) Part-Time

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: The Workplace Project Doctoral is a research-based project addressing an important issue or question concerning policy and/or practice in a profession or industry culminating in the presentation of a substantial and intellectually coherent product for external examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop a proposal for the workplace research project; 2. Select relevant literature and methodology for the project; 3. Meet requirements for ethical conduct of the research; 4. Research an aspect of professional practice in the workplace; and 5. Present a project for examination.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student. Gray, D 2006, *Doing research in the real world*, London/Thousand Oaks/New Delhi: Sage Publications

Assessment: Dissertation, The Workplace Project Doctoral is examined as per the requirements for this level of research., Pass/Fail.

AER8533 Workplace Project B (Doctoral) Part-Time

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: The Workplace Project Doctoral is a research-based project addressing an issue or question concerning policy and/or practice in a profession or industry. The project will make a substantial contribution to knowledge and professional practice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Develop a proposal for the workplace research project; 2. Select relevant literature and methodology for the project; 3. Meet requirements for ethical conduct of the research; 4. Research an aspect of professional practice in the workplace; and 5. Present a project for examination.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student. Gray, D

2006, *Doing research in the real world*, London/Thousand Oaks/New Delhi: Sage Publications

Assessment: Dissertation, Research project, Pass/Fail.

AET4001 Foundations of Learning and Teaching in Tertiary Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit serves as an introduction to theories and principles in tertiary learning and teaching. Participants will address the critical elements of quality teaching and learning grounded in pedagogical research, apply those elements to specific disciplines or fields of study, and link theory and practice through a range of activities. A variety of teaching contexts and modes are explored, including: small and large group teaching contexts; and blended, face-to-face and online learning modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Clearly articulate the evidence based and scholarly approach that informs personal tertiary teaching practice;
2. Analyse the characteristics of their learners and teaching context, and discuss how these influence personal teaching practice; and
3. Critically evaluate their current practice and inform personal future practice utilising theoretical knowledge, peer observation, learner feedback, learner performance and self-reflection;
4. Critique educational theories and scholarly literature to determine their implications for teaching practice in the current tertiary context.

Class Contact: This unit is delivered using blended learning comprising largely of online readings, activities and self-directed learning (110 hours) in conjunction with three (3) face-to-face workshops of either 3 or 2 hours duration.

Required Reading: Recommended readings will be advised in the VU Collaborate space for this unit. There is no required textbook for this unit.

Assessment: Report, Observation activity and analysis (700 words), 10%.

Assignment, Selection of critical writings and artefacts (2,300 words), 50%. Essay, Critical analysis of own learning and teaching using a scholarly approach (2,000 words), 40%.

AET4002 Curriculum Design and Student Assessment

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides a framework for studying and evaluating course design. It invites students to explore a variety of curriculum models and their relevance to particular cohorts and learning outcomes, including blended, project and problem models, as well as emerging trends in active learning. Assessment strategies will be highlighted as an integral part of both course design and evaluation. The unit is delivered via a combination of face-to-face workshops and online engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate a range of approaches to course design and delivery, mindful of student learning needs;
2. Apply systematic curriculum design processes at event, unit and course level;
3. Apply the principles of alignment to learning goals, teaching and learning activities, and assessment tasks for effective learning;
4. Design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further learning;
5. Use evidence-based evaluation to inform curriculum design; and
6. Make connections between practice and current theories and research on curriculum development and prepare recommendations for change.

Class Contact: This unit is delivered using blended learning comprising largely of

online readings, activities and self-directed learning (110 hours) in conjunction with three (3) face-to-face workshops of either 3 or 2 hours duration.

Required Reading: Biggs, J, & Tang, C 2011 4th ed Teaching for quality learning at university Maiden Head: Open University Press/McGraw Press Further readings will be advised during the unit. These will be chosen on the basis of their applicability to the whole student cohort, that is, VET teachers, Further Education teachers and Higher Education teachers.

Assessment: Project, Critical reflection and evaluation, 15%. Project, Peer review, 15%. Assignment, Discussion paper on curriculum topic, 25%. Portfolio, Portfolio, 45%.

AET4003 Improving Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: The aim of this unit is to provide an opportunity to think more deeply about the role of an educator, to examine relevant pedagogic literature and to engage in a systematic and evidence-based investigation of teaching and learning in order to improve practice. Students will plan to undertake a project in an area of interest in order to develop a critical understanding of current educational practice in tertiary education taking an evidence-based approach to improve their teaching. The unit supports the consideration of ethical aspects of both evaluating teaching and making improvements to practice based on study findings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Utilise evidence-based and scholarly strategies to independently identify a critical issue in educational practice or one that has already been implemented;
2. Source and critically evaluate relevant literature and documented practice related to this issue;
3. Systematically review practice and identify evidence and evaluation needs;
4. Design a detailed education study proposal based on ethical principles and thorough investigation; and
5. Report on project processes to a non-specialist audience.

Class Contact: Workshop 3.0 hrs

Required Reading: Denscombe, M. 2012, Research proposals: A practical guide Maidenhead: Open University Press Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Critical identification of a learning and teaching issue, 30%. Presentation, Seminar presentation/poster, 20%. Report, Project proposal, 50%.

AET4004 Improving Practice: Investigation and Evaluation

Locations: Footscray Park.

Prerequisites: AET4003 - Improving Practice

Description: This unit provides an opportunity to implement an educational study proposal; in particular, to carry out evidence-based evaluation that builds upon work completed in AET4003 Improving Practice. The process will involve data collection from multiple data sources (including students), data analysis and interpretation and the writing of a final report that might contribute to building a research track record. The unit is delivered via a combination of face-to-face workshops and online engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Carry out a thorough and systematic literature review on a well-defined topic related to tertiary education practice;
2. Use common education investigative and/or evaluation methods to design and carry out a study within ethical and

practical constraints;

3. Synthesise literature, data and experience in the interpretation of findings;
4. Exemplify a scholarly approach by developing concise and clearly structured reports based on study findings; and
5. Identify and make recommendations for further evidence-based studies and evaluation activities.

Class Contact: This unit is delivered using blended learning comprising largely of online readings, activities and self-directed learning (110 hours) in conjunction with three (3) face-to-face workshops of either 3 or 2 hours duration.

Required Reading: Gray, D 2014, 3rd edn, Doing research in the real world, London, Thousand Oaks, New Delhi & Singapore; Sage Publications.

Assessment: Presentation, A class presentation reporting on progress of investigation, highlighting issues encountered and resolutions sought. (10 minutes), 20%. Research Paper, Detailed report on the investigation and evaluation of an issue related to improving practice. (5,000 words), 80%. The intention of the investigation and report is for students to develop practical and ethically-sound approaches to the conduct of educational investigations. Students who choose to conduct investigations with students or assessment records, rather than a theoretical or secondary data analysis, will be required to gain prior approval from the Ethics Committee.

AET4005 Supervision of Student Research

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit aims to give supervisors of student research knowledge of relevant national and institutional regulations on supervision and introduce them to effective supervisory practice. The unit gives supervisors the opportunity to monitor and evaluate their supervision and enhance their practice in a collaborative, peer-supported environment. The unit is designed primarily for staff involved in supervising Higher Degree by Research students, but is also relevant for staff teaching research components of coursework masters and Honours programs. Many staff involved in supervision already engage in continuing professional development of their supervisory practice, and this unit consolidates and give credit for such development. The unit is delivered via a combination of face-to-face workshops and online engagement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the national code and guidelines and institutional supervision-related policies;
2. Critically reflect on effective supervisory practice within their disciplinary context and monitor and evaluate their own practices against these;
3. Monitor and evaluate their own supervisory practices and their effectiveness in supporting quality and timely student outcomes;
4. Critically examine the work of a research student against institutional and national standards;
5. Research and plan an appropriate strategy for improving an aspect of student research within their disciplinary context; and
6. Engage in continuous improvement of their supervisory practices and management of student research through continuing independent learning and professional development.

Class Contact: Workshop 3.0 hrs

Required Reading: Wisker, G 2005, The good supervisor: supervising postgraduate and undergraduate research for doctoral theses and dissertations, Houndsmill: Palgrave Macmillan. Boud, D & Lee, A (eds) 2008, Changing practices of doctoral education, London: Routledge. Denholm, C & Evans, T 2007, Supervising doctorates from downunder: key to effective supervision in Australia and New Zealand, Camberwell: ACER Press. Kalmer, B & Thomson, P 2006, Helping doctoral students write: Pedagogies for supervision, London: Routledge

Assessment: Test, Supervisor compliance test, 20%. Portfolio, Reflective portfolio,

40%. Project, Practice-enhancement project report, 40%. Minimum effective word limit 5000 words.

AET4010 Blended Learning Design and Development

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit provides a conceptual framework for investigating and designing blended modes of delivery in contemporary tertiary educational settings. Using an inquiry-led approach, participants will critically review the implementation of learning designs through theoretical models, and the potential educational affordances of selected tools or learning environments. Participants will explore learning affordances of tools to design and develop online components of authentic blended learning, teaching and assessment events.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review types of blended learning environments and their impact on interaction and learning;
2. Engage with and critically compare relevant contemporary blended learning literature with a focus on learning or teaching;
3. Interrogate the implications of blended learning theory for practice in familiar teaching and curriculum contexts;
4. Design and develop a discipline specific online learning component, and hypothesise the efficacy of the intervention's approaches and/or activities to engage and motivate diverse cohorts; and
5. Working collaboratively with peers, demonstrate specialised technical and creative skills to determine appropriate online tools/resources to support student learning.

Class Contact:36 hours of directed study in blended mode comprising synchronous and asynchronous online and face-to-face-workshops over the semester.

Required Reading:There is no required textbook for this unit. Readings will be advised during the unit on the basis of their applicability to the whole student cohort, this is, VE, FE and HE teachers. Unit materials will be available via VU Collaborate.

Assessment:This unit has 3 assessments. Each assessment builds on and further develops the previous assessment task. Review, Review conceptual or theoretical frameworks and contemporary online learning tools for a blended learning topic, 30%. Assignment, Propose online unit/artefact based on teaching/curriculum review, 25%. ICT (Wiki, Web sites), Develop and justify the design of online unit/artefact, 45%. Total word equivalent of the above assessment tasks is 5000-6000 words.

AEX1099 Student Leadership and Mentoring

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description:This unit of study provides an opportunity for students to develop their skills, knowledge and understanding by working with peers, teachers and students as mentors and leaders in settings both within Victoria University and in Victorian schools. This unit facilitates strong ACPs for students within dedicated school settings to plan for and facilitate responsive learner-centred environments. The unit will focus on inquiry, rich questioning, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship and educational leadership. Using a constructivist approach, and developing knowledge and skills in supporting constructive inquiry and engagement with peers and community members, this unit will provide a preparation for mentoring and leadership for university students. This unit of study will connect with and complement student leadership and mentoring practice in a range of educational settings. Using a practice-theory approach students will: ask questions about student leadership and mentoring: What are the conditions that support individuals in

becoming active and engaged? They will observe and reflect on the processes by which leaders and mentors promote safe and secure environments and relationships within and around schools. They will also: document their developing student leadership and mentoring practices and their effects on community members; use their descriptive records to generate personal theoretical explanations and make connections with key literature explanations and practices to identify characteristics of student leadership and mentoring and the conditions which seem most effective in engaging others; develop confidence in working with groups and individuals, using an expanding repertoire of student leadership and mentoring skills; apply their understanding of student leadership and mentoring to supporting the development of the engagement, inquiry and social action of others.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Understand and practice effective Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) strategies;
2. Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
3. Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on service and responsiveness;
4. Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice;
5. Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
6. Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on student-led inquiry and collaboration; and
7. Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice.

Class Contact:Tutorial3.0 hrs

Required Reading:Conley, D T 2010, College and career ready: Helping all students succeed beyond high school, US: Jossey Bass Ltd, Shulman, J 2006, Mentoring teachers towards excellence: supporting and developing highly qualified teachers, San Francisco: Jossey-Bass

Assessment:Portfolio, Student leadership and mentoring written portfolio, 50%. Case Study, Evaluation of pedagogies, 30%. Tutorial Participation, Contribution to Socratic seminars, 20%. Total effective word limit 3000 words.

ECP3001 Biology Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit will enable you to develop an understanding of Biology curriculum and pedagogy in senior secondary school. You will address teaching approaches, resources and materials, and assessment and evaluation as well as consider the challenges and issues in 21st century Biology education. The scope of the unit includes developing your ability to work with senior secondary students in developing their key investigative, communication and biological skills and understandings. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of your experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and articulate the principles and practices of curriculum and pedagogy for Biology in the post-compulsory years with a focus on student engagement and providing safe and challenging learning environments;
2. Investigate and evaluate

the teaching, learning and assessment requirements of Biology specific curricula, together with the guidelines, procedures and resources available to support their implementation taking into consideration of recent relevant research in the area;

3. Design, trial, assess and evaluate Biology specific curriculum appropriate for the senior secondary students making use of digital technologies where appropriate; and

4. Analyse, appraise and reflect how the relationships and influences of global sustainability issues, ethical considerations and catering for students from culturally diverse backgrounds including Aboriginal and Torres Strait Islanders influence curriculum and pedagogy in Biology.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Diong, C. H., Kim, M. & Asian Association for Biology, E. (2012) *Biology education for social and sustainable development* Rotterdam: Sense Publishers Martin, G., Wright, J., Woolnough, J., Walker, K., Evergreen, M., Borger, P., Bird, S. & Pappas, X. (2015) *Nelson Biology units 1 & 2 for the Australian curriculum South Melbourne*: Cengage. Martin, G., Duncan, G., Wright, J., Woolnough, J., Walker, K., Borger, P., Guay, P., Jones, S., Chiovitti, Y. & Gertz W. (2015) *Nelson Biology units 3 & 4 for the Australian curriculum South Melbourne*: Cengage.

Assessment:Assignment, Unit of work., 50%. Portfolio, Create an annotated portfolio of teaching and learning resources to support the teaching of Biology in the senior secondary school., 50%. Assignment: Unit of work: Consider curriculum and identify the pedagogical approaches for the teaching of Biology to senior secondary students. Portfolio: Create an annotated portfolio of teaching and learning resources to support the teaching of Biology in the senior secondary school. Justify the inclusions of resources in the light of sustainability, ethical, egalitarian and/or curricular considerations. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3002 Biology Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3001 - Biology Curriculum and Pedagogy 1

Description:This unit will enable you to further refine your understanding of Biology curriculum and pedagogy. Having built specific discipline pedagogical and curricular knowledge you will interrogate various theoretical, philosophical, pragmatic and practical perspectives related to Biology education and further your understanding of the contents of recent research into the teaching and learning of Biology. You will consolidate and apply your knowledge and pedagogical approaches related to teaching Biology in senior secondary school settings and develop your understanding of issues related to Biology education in the wider community, nationally and internationally. Pre-service teachers continue to develop confidence in planning for effective learning and teaching Biology along with interrogating and determining the theoretical and practical approaches to Biology teaching, critical understanding and reflection that will underpin teaching.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically analyse the relationships between current research into, key debates concerning and articulated curricula relevant to the implementation of 21st century Biology curriculum in senior secondary school, including the integration of literacy and numeracy teaching strategies;
2. Identify and evaluate differing forms of assessing student learning, providing timely feedback and planning for effective learning and teaching of skills, knowledge and understandings across the biology curriculum;
3. Articulate future professional learning needs related to the teaching

4. of Biology, and engage with appropriate sources of professional learning;
4. Critically review relevant sustainability, ethical, legislative, administrative and organisational policies and principles in relation to the teaching of Biology in senior secondary school; and
5. Exhibit ways of adopting a critically reflective approach to continuous professional learning and development as an Biology educator in relation to developing learning programs.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Diong, C. H., Kim, M. & Asian Association for Biology, E. (2012) *Biology education for social and sustainable development* Rotterdam: Sense Publishers Martin, G., Wright, J., Woolnough, J., Walker, K., Evergreen, M., Borger, P., Bird, S. & Pappas, X. (2015) *Nelson Biology units 1 & 2 for the Australian curriculum South Melbourne*: Cengage. Martin, G., Duncan, G., Wright, J., Woolnough, J., Walker, K., Borger, P., Guay, P., Jones, S., Chiovitti, Y. & Gertz W. (2015) *Nelson Biology units 3 & 4 for the Australian curriculum South Melbourne*: Cengage.

Assessment:Assignment, Teaching plan for a unit of work in the Biology study design., 50%. Presentation, Reflective research task inquiry., 50%. Assignment: Write a teaching plan for a unit of work in the Biology study design which critically reviews curriculum and considers pedagogical issues and approaches for teaching Biology at this year level. Presentation: Reflective research task inquiry into becoming a Biology educator, including planning for continued professional learning. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3007 English Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:In this unit you will build on your specific discipline knowledge to develop an understanding of various theoretical, philosophical and practical perspectives related to the teaching of English. You will become familiar with the knowledge and teaching strategies for teaching English in secondary school settings. A particular emphasis in this unit is placed on relevant national and state curriculum documents. You are encouraged to build confidence in planning for effective learning and teaching in English and will investigate the use of 'book lists' when working with school students from years 7-11. This unit connects with professional experiences of teaching English in secondary school settings. This unit supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit provides you with an understanding of how English can be taught to learners with mixed abilities. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective English education;
2. Analyse and interpret perspectives related to English literature and language, including relevant curriculum and assessment documents;
3. Discuss strategies to consider diverse adolescent student learning and social and cultural characteristics, particularly in relation to development in English; and
4. Illustrate a reflective approach to continuous professional learning and development as an English educator.

Class Contact:Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. van Toorn, P. (2006). *Writing never arrives naked* Aboriginal Studies Press, Canberra. Christison, M., & Murray, D. (2014) Vol III *What English Language Teachers Need to Know* Hoboken/Taylor and Francis

Assessment: Annotated Bibliography, Develop a book list for years 7-11, including the reasons behind the inclusion of each text chosen., 50%. Presentation, An annotated presentation related to the teaching of an element of the secondary English curriculum with a focus on Australian texts., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3008 English Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: Having built on your specific discipline knowledge, you will now interrogate various theoretical, philosophical, pragmatic and practical perspectives related to contemporary English education. You will consolidate and apply your knowledge and pedagogical approaches related to teaching English in secondary school settings. A particular emphasis in this unit is placed on Poetry and Literature within the context of relevant national and state curriculum documents. You will continue to develop confidence in planning for effective learning and teaching of English in secondary schools. You will also determine the skills and disposition you require to become critically reflective English educators. You will build upon your abilities to document, reflect, analyse and critique their English teaching abilities through working collaboratively with peers and mentor teachers in your practicum schools. Through this work you will engage in an evaluation of the professional discourses that enable English teachers to respond constructively to students and their learning needs. You will investigate the relevant professional English teaching organisations that are appropriate sources for professional learning and networking.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically reflect on pedagogical principles and practices related to teaching both quality and effective English education;
2. Analyse and interpret perspectives related to English literature and language, including relevant curriculum and assessment documents;
3. Advocate strategies to consider diverse adolescent student learning and social and cultural characteristics, particularly in relation to development in English; and
4. Articulate a reflective approach to continuous professional learning and development as an English educator.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Emerging Writers' Festival (2012). *The Emerging Writer An Insider's Guide to Your Writing Journey* NA Pearl, A. & Knight, T. (1999). *The Democratic Classroom: Theory to Inform Practice*. Cresskill, N.J. Hampton Press
Groundwater-Smith, S., Brennan, M., et al, (2009) *2nd Secondary Schooling in a Changing World* NA Christison, M., & Murray, D. (2014) Vol III *What English Language Teachers Know* Hoboken/Taylor and Francis

Assessment: Assignment, Create a set of assessment tasks which respond to the senior secondary school English curriculum., 50%. Case Study, Develop a collection of case studies reflecting how secondary students engage with a variety of genres and modes in the English curriculum., 50%. Assignment: Create a set of assessment tasks which respond to the senior secondary school English curriculum. Case Study: Group task: Critically analyse and develop a collection of case studies exemplifying how secondary students engage with a variety of genres and modes in the English

curriculum. Discuss how they re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3009 Environmental Science Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: Environmental Science provides the opportunity for senior secondary students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them. It includes examination of strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. This unit will address teaching approaches, resources, materials, assessment and evaluation of teaching and learning approaches for environmental education for senior secondary school students and examine the effective use of ICT in developing high quality learning environment as well as considering the challenges and issues in 21st century Environmental Science education. In this unit, you develop the skills to address diverse learning needs of senior secondary students in implementing Environmental Science curriculum. The focus is on the development of teaching and learning programs and safe and engaging environments for senior secondary students that develop key Environmental Science skills. The unit identifies areas of common misconceptions in Environmental Science content and engages research based approaches for facilitating student learning. You will engage in and analyse a range of different strategies to better facilitate student learning. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically examine the principles and practices of curriculum and pedagogy for teaching Environmental Sciences in the senior secondary years, with a focus on student engagement and providing safe and challenging learning environments;
2. Investigate and evaluate the teaching, learning and assessment requirements of Environmental Sciences specific curricula, taking into consideration recent relevant research in the area;
3. Design, trial, assess and evaluate Environmental Sciences specific curriculum appropriate for senior secondary students making use of digital technologies where appropriate; and
4. Articulate how the influences of global sustainability issues, ethical considerations and catering for students from culturally diverse backgrounds, including Aboriginal and Torres Strait Islanders, impact curriculum and pedagogy in Environmental Sciences.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Australian Academy of Science. (2015), *The Science of Climate Change: Questions and Answers*, Australian Academy of Science. Henderson, K and Tilbury, D. (2004), *Whole-School Approaches to Sustainability: An International Review of Sustainable School Programs*. Report Prepared by the Australian Research Institute in Education for Sustainability (ARIES) for the Department of the Environment and Heritage, Australian Government.

Assessment: Assignment, Plan, implement, assess and evaluate a unit of work from the Environmental Science curriculum for senior secondary students. , 50%.

Portfolio: Create an annotated portfolio of teaching and learning resources and strategies for assessment to support your teaching of Environmental Sciences., 50%.

Assignment: Plan, implement, assess and evaluate a unit of work from the Environmental Science curriculum for senior secondary students. Portfolio:

Create an annotated portfolio of teaching and learning resources and strategies for assessment to support your teaching of Environmental Sciences in the senior secondary school. Justify the inclusions in the portfolio in the light of sustainability, ethical, egalitarian and curricular considerations. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3010 Environmental Science Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3009 - Environmental Science Curriculum and Pedagogy 1

Description: Environmental science is a multidisciplinary field devoted to the study of the environment it integrates physical, biological and information sciences (including but not limited

to ecology, biology, physics, chemistry, zoology, mineralogy, oceanology, limnology, soil science, geology, atmospheric science, geography and geodesy) to the study of the environment, and the solution of environmental problems. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems and finding solutions to environmental problems. This unit will enable you to further refine your understanding of Environmental Science curriculum and pedagogy. Having built specific discipline pedagogical and curricular knowledge you will interrogate various theoretical, philosophical, pragmatic and practical perspectives related to Environmental Science education and further your understanding of the contents of recent research into the teaching and learning of Environmental Science. You continue to develop understanding and abilities to implement effective pedagogies that engage students in high quality Environmental Science learning and reflect your own understanding of the importance of providing senior secondary students with the highest quality educational experiences. You build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically analyse the relationships between current research into key debates concerning, and articulated curricula relevant to, the implementation of 21st century Environmental Science curriculum in senior secondary school, including the integration of literacy and numeracy teaching strategies;
2. Develop and evaluate differing forms of assessing student learning, providing timely feedback and planning for effective learning and teaching of skills to build knowledge and understandings across the Environmental Science curriculum;
3. Identify future professional learning needs related to the teaching of Environmental Science and engage with appropriate sources of professional learning;
4. Critically review relevant sustainability, ethical, legislative, administrative and organisational policies and principles in relation to the teaching of Environmental Science in senior secondary school; and
5. Exhibit a critically reflective approach to continuous professional learning and development as an Environmental Science educator in relation to developing learning programs.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Australian Academy of Science. (2015), The Science of Climate Change: Questions and Answers. Australian Academy of Science.

Henderson, K and Tilbury, D. (2004), Whole-School Approaches to Sustainability: An International Review of Sustainable School Programs. Report Prepared by the Australian Research Institute in Education for Sustainability (ARIES) for the Department of the Environment and Heritage, Australian Government.

Assessment: Case Study, Case study with student to examine their understanding of a topic in Environmental Science curriculum. Write and present a report on the findings., 50%. Review, Write and submit a critical review of a Environmental Science topic to a suitable publication., 50%. Case Study: Conduct a case study with a senior secondary student to examine the extent and nature of their understanding of a topic in the Environmental Science curriculum. Write a report on the findings of your investigation to be presented to your colleagues. Review: Review and report. Choose a unit of work or topic from the Environmental Science curriculum and conduct a critical review of the approaches for, resources for and issues related to the teaching and learning of the topic in senior secondary school. Address current research, analyse key debates, and identify professional resources to support the teaching and learning of the unit or topic. Write a publishable review and submit it to a suitable publication. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words.

ECP3011 Health Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit introduces you to pedagogy and practices for teaching and promoting health education in secondary schools. This unit is informed by a focus on state, national and global perspectives on health, including curricular and whole-school models. This unit challenges you to develop health education and promotion strategies for a secondary school. Informed by theoretical perspectives and examples of pedagogical approaches you will develop skills for classroom and school practices that promote student's health knowledge and wellbeing. Key health education and promotion concepts considered include the social construction of health; employing a strengths-based focus; mental health; teaching sensitive topics; and taking a harm minimisation approach in the context of adolescent developmental imperatives. This discipline study will be delivered within the context of an understanding of core educational ideas such as adolescent learning, educational thinking, and educational systems and issues. This unit connects with your professional experiences and supports you to articulate and reflect on important questions. You will investigate personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate critical perspectives relevant to health knowledge and promotion, with a focus on the secondary schooling;
2. Evaluate and apply foundation health education and promotion principles that support inclusive student participation and engagement;
3. Elucidate state, national and global curriculum and health promotion frameworks that inform school practices; and
4. Identify, synthesise and apply developmentally and socio-culturally appropriate health education resources and strategies.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.IUHPE (International Union for Health Promotion and Education). (2010) Promoting Health in Schools: From evidence to Action France: IUHPE.

Assessment:Portfolio, Develop a portfolio of health teaching resources and activities with accompanying commentary., 50%. Presentation, Present a case study that describes the positioning of health education and health promotion in a secondary school, 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3012 Health Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3011 - Health Curriculum and Pedagogy 1

Description:This unit develops and extends on your understanding of pedagogy and practices for teaching and promoting health in secondary schools. This unit broadens and builds on developing health teaching skills, as well as pedagogy and health practices. Concepts investigated in this unit include critical health literacy, food and nutrition, social and emotional learning, diversity and inclusion, relationship power imbalances and social justice through individual, community and global health perspectives. Contemporary youth health issues and appropriate pedagogical and holistic strategies to address these issues are explored. The tension between the competing influences of health and education imperatives is considered in the evaluation of adolescent health promotion interventions. This unit will be delivered within the context of core educational ideas such as: adolescent learning, educational thinking, and educational systems and issues. You will build upon their abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their diverse learning needs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and apply health education and promotion theoretical underpinnings to pedagogical practices;
2. Analyse and evaluate examples of inclusive secondary school health education practice that address the needs of Aboriginal and Torres Strait Islanders and other cultural groups;
3. Critically evaluate and apply different curriculum models and pedagogical approaches of health education and promotion;
4. Build on appropriate resources and teaching activities for the application of key health knowledge and promotion concepts for secondary school settings including literacy and numeracy teaching strategies; and
5. Apply knowledge and understanding of health education approaches and promotion to curriculum planning; ensuring that curriculum planning is also responsive to the needs of diverse school students.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.2011 2nd Improving Outcomes for Indigenous students: Successful practice. A collaboration of the What Works, The Work Program Team. Dept. Education, Employment and Workplace Relations.

Assessment:Report, Collaborative case and commentary report on health education in schools that addresses the needs of school students from diverse backgrounds., 50%. Project, Curriculum planning project and presentation., 50%. Project: Curriculum planning project and presentation of Health education unit of work with planning, implementation details and critical reflection. In this project university students will

consider the needs of Aboriginal and Torres Strait Islanders and other cultural groups. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3013 History Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:History is a synthesising discipline with a focus on understanding and making meaning from the past. As a study in the senior secondary school, History provides a perspective from which school students can make sense of the issues of their current time and place. In this unit you will undertake a specific inquiry into the teaching of History in senior secondary schools, exploring the philosophical approaches of the subject area and investigate different strategies for developing student thinking and skills; the purposes and processes of assessment and evaluation; and relevant documentation produced by government and other stakeholders. You are introduced to a range of pedagogies and curriculum tools in order to develop a professional stance on the teaching of History and are encouraged to experiment with different pedagogies and reflect on student learning. You are encouraged to critically reflect on how they might teach History in a range of educational settings, with a focus on inclusive education and the diversity of students, including those from disadvantaged cohorts and Aboriginal or Torres Strait Islanders. You are also given the opportunity to critically examine the role History plays in the context of contemporary educational debates and issues. This unit connects with your professional experiences and supports you to articulate and reflect on important questions. You will investigate personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate their capacity to undertake inquiry into History teaching and learning for senior secondary students, including skills in the analysis and use of historical resources in classroom settings;
2. Apply a critical understanding of different teaching, assessment and evaluation strategies within History that engage and extend students with diverse linguistic, cultural, religious and socio-economic backgrounds;
3. Plan, organise and implement cross-curricular History learning, including those that develop students' understandings and respect for Aboriginal and Torres Strait Islander History and culture as well as incorporating literacy and numeracy teaching strategies; and
4. Critique the educational theories underpinning their learning experiences in this unit and associated professional experiences in educational settings.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.Marsh, C. (2011). Teaching the social sciences and humanities in an Australian curriculum Pearson Australia, Frenchs Forest, N.S.W. Burgmann, V. & Lee, Jenny 1988 A People's History of Australia since 1788 McPhee Gribble, Melbourne. Lowenstein, W 1978 Weevils in the Flour Hyland House, Melbourne.

Assessment:Assignment, A comparative analysis of visual and/or written documents that respond to the senior secondary History curriculum., 50%. Project, Create a set of questions for students to research and resources to support that research, which respond to the History curriculum., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships

Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3014 History Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3013 - History Curriculum and Pedagogy 1

Description: In this unit you will further develop competencies working with a range of pedagogies and curriculum tools in order to develop a professional stance and practice in the teaching of History. You are encouraged to critically reflect on how secondary school History teachers work in a range of educational settings with school students from diverse backgrounds. In this unit you will be given the opportunity to critically examine the role of History in the context of contemporary educational debates and issues. You will build upon abilities to document, reflect, analyse and critique your teaching practices and you will inquire into professional discourses that enable teachers to respond constructively to students and their learning needs. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate their increasing capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication;
2. Apply a detailed understanding of the different teaching approaches, assessment and evaluation strategies within the senior secondary History curriculum;
3. Expand their critical reflections both individually and collaboratively, as learners and teachers in the History domain including the use of ICTs in learning environments; and
4. Negotiate with colleagues to develop a collection of learning activities and teaching activities associated with the teaching of History

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Marsh, C. (2011). Teaching the social sciences and humanities in an Australian curriculum. Pearson Australia, Frenchs Forest, N.S.W.

Assessment:Essay, Write an essay relevant to the teaching of VCE history., 50%. Portfolio, Develop a collection of learning activities and assessment tasks for senior secondary students, which respond to the History curriculum., 50%. Portfolio: Negotiate with colleagues to develop a collection of learning activities and assessment tasks for senior secondary students, which respond to the History curriculum. These should encourage students to engage critically with the content and process of historical inquiry including: chronology; terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Hurdle task: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3017 Humanities Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit you will undertake a specific inquiry into the teaching of the Humanities in secondary schools. You explore the philosophical approaches of the subject area and investigate different strategies for developing student thinking and skills; the purposes and processes of assessment and evaluation; and relevant documentation produced by government and other stakeholders. You are introduced to a range of pedagogies and curriculum tools in order to develop a professional stance on the teaching of the Humanities and are encouraged to experiment with

different pedagogies in the Humanities and reflect on student learning. You are encouraged to critically reflect on how we might teach the Humanities in a range of educational settings with a focus on disability education and the diversity of students, including those from disadvantaged cohorts and Aboriginal or Torres Strait Islanders. You are also given the opportunity to critically examine the place of the Humanities in the context of contemporary educational debates and issues. This unit connects with your professional experiences and supports you to articulate and reflect on important questions. You will investigate personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their capacity to undertake inquiry into Humanities teaching and learning, including skills in the analysis and use of resources in explanation and communication;
2. Apply a critical understanding of different teaching, assessment and evaluation strategies within the Humanities curriculum which engage and extend students with diverse backgrounds;
3. Plan, organise and implement cross-curricular Humanities learning, including those that develop students' understanding and respect for Aboriginal and Torres Strait Islander history and culture; and
4. Critique and articulate the educational theories underpinning their learning experiences in this unit and associated professional experiences in educational settings.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Marsh, C. (2011). Teaching the social sciences and humanities in an Australian curriculum Pearson Australia, Frenchs Forest, N.S.W.

Assessment:Assignment, Create a set of questions for students to research and resources to support that research, which respond to the Humanities curriculum., 50%. Project, Prepare a presentation, which includes 6-10 lesson plans related to an excursion., 50%. Project: Organise and attend an excursion relevant to the teaching of the Humanities. Prepare a presentation, which includes 6-10 lesson plans related to an excursion. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3018 Humanities Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3017 - Humanities Curriculum and Pedagogy 1

Description: In this unit you will further develop your skills in working with a range of pedagogies and curriculum tools in order to develop a professional stance and practice on the teaching of the Humanities. You are encouraged to critically reflect on how we might teach the Humanities in a range of educational settings with a focus on disability education and the diversity of students, including those from disadvantaged cohorts and Aboriginal or Torres Strait Islanders. You are also given the opportunity to critically examine the place of the Humanities in the context of contemporary educational debates and issues. You will build upon abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses, which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate their increasing capacity to undertake inquiry into the Humanities,

including skills in the analysis and use of sources, and in explanation and communication; 2. Apply a detailed understanding of the different teaching approaches, assessment and evaluation strategies within the secondary Humanities curriculum; and 3. Expand their critical reflections both individually and collaboratively, as learners and teachers in the Humanities domain including the use of ICTs in learning environments.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Assignment, Create a set of assessment tasks that respond to the secondary Humanities curriculum., 50%. Portfolio, Negotiate with colleagues to develop a collection of Humanities units of work., 50%. Hurdle task: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3019 Digital Media Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit in Digital Media Curriculum and Pedagogy provides you with the necessary background to be an educator in Digital Technologies in a secondary school. You will use the knowledge gained from developing expertise with a wide range of digital technologies at a tertiary level and combine it with a study of pedagogical approaches and theoretical understandings in education, through exploration of current curriculum documents. The unit addresses the development of secondary students' capabilities with a wide range of Information and Communications Technologies as they learn to use these technologies effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. These capabilities involve students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. You are encouraged to build confidence in planning for effective learning and teaching with Digital Media which will include an understanding of resources, safety issues, responsible use and ethics. This unit connects with your secondary school placements and supports the articulation and reflection of your experiences and learning in secondary schooling by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Describe, explore and theorise the ways in which the Digital technologies curriculum and the Information and Communication Technology capabilities can be implemented in the secondary school; 2. Identify and analyse issues related to the use of Digital Technologies and Information and Communication Technologies in classrooms including safety, responsible use and ethics; and 3. Illustrate a reflective approach to continuous professional learning and development as a teacher of Digital technologies through understanding the expanding range of resources available.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Howell J. 2012 Teaching with ICT: Digital Pedagogies

for Collaboration & Creativity Oxford University Press

Assessment:Project, Students negotiate, compose and record a discrete learning exercise/experience with a student or group., 50%. ICT (Wiki, Web sites), Students select an appropriate learning module/ concept/topic/area of the ICT curriculum or related area to design and implement., 50%. Project: Recorded Micro Teaching Report: Students negotiate, compose and record a discrete learning exercise/experience with a student or group indicating an understanding of relevant curriculum documents, appropriate pedagogical approaches and the educational use of digital technologies. Emphasis is on feedback especially assessment theories, implementations and approaches. ICT: On-line unit or Wiki: Students select an appropriate learning module/ concept/topic/area of the ICT curriculum or related area and design, create and evaluate a digital implementation. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Effective word limit of 3000 words in total, or equivalent.

ECP3020 Digital Media Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3019 - Digital Media Curriculum and Pedagogy 1

Description:This unit provides you with the necessary background to be an educator in the Information and Communication discipline areas in a Senior Secondary school. You will continue to build on the knowledge and expertise previously gained from studying a range of digital technologies at a tertiary level and combine it with a study of pedagogical approaches and theoretical understandings in education, through exploration of current senior curriculum documents. This unit connects with your secondary school placements and supports the articulation and reflection of your experiences and learning in secondary schooling by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Compose and appraise a variety of ways that the capabilities in Information and Communication Technology and curriculum aspects of Digital technologies can be implemented, including literacy and numeracy teaching strategies; 2. Investigate and analyse a range of strategies for assessment of, reporting to and giving feedback to students related to their capabilities in Information and Communication Technology and curriculum aspects of Digital technologies and their parent/guardians; and 3. Illustrate effective ways to continuously engage in effective professional learning including relevant and appropriate sources of professional learning.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Report, Students critically research a variety of digital feedback and reporting regimes., 50%. ICT (Wiki, Web sites), Students develop an appropriate ICT learning module/ concept/topic/area of the Senior ICT curriculum., 50%. Report: Students critically research a variety of digital feedback and reporting regimes including rubrics, intelligent agents, reporting mechanisms and result recording methods with the aim to design and evaluate their own regime based on a part of an ICT unit curriculum. ICT: On-line or Wiki: Students select an appropriate learning module/ concept/topic/area of the senior ICT curriculum and design, create and evaluate a digital implementation. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

ECP3023 Mathematics Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit you will study the theory of how students learn Mathematics and engage in the practice of teaching Mathematics. Through examination of research into student learning of Mathematics, engagement with materials, interactions with colleagues and work in schools during professional experience, you will develop knowledge, skills and understanding of how to implement Mathematics curriculum and effective teaching approaches for Mathematics learning. Specifically, during this unit, you examine and develop an understanding of how students in secondary schools learn Mathematics; how to cater for the diverse range of students in their classes; and how to make effective connections between the various aspects of Mathematics. This unit connects with your professional experiences and supports you to articulate and reflect on important questions. You will investigate personal, schoolbased, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review relevant recent research of how students learn, effective teaching and assessment strategies, Mathematics content and current curriculum documents;
2. Analyse the principles and practices of curriculum and pedagogy for teaching Mathematics with a focus on student engagement and safe and challenging learning environments;
3. Analyse and debate the effectiveness of a range of manipulable, print and digital resources available for teaching and learning Mathematics in secondary schools; and
4. Design, trial and evaluate discipline specific curriculum and methodologies appropriate for teaching Mathematics in secondary school.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.Goos, M, Stillman, G., & Vale, C 2007 Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, Allen & Unwin

Assessment:Report, Analyse students' work in an area of Mathematics content, identify progression issues and misconceptions and plan students' work accordingly., 50%. Review, Critically review a collection of resources for teaching and assessing a topic in secondary Mathematics., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3024 Mathematics Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3023 - Mathematics Curriculum and Pedagogy 1

Description: Mathematics Curriculum and Pedagogical Studies 2 extends your knowledge, skills and understanding of the content and approaches for effectively teaching Mathematics in secondary schools. In this unit you will develop and teach a unit of Mathematics incorporating the principles and processes of best practice in the field of Mathematics education. Emphasis is on developing the ability to teach Mathematics effectively to the diverse range of students who make up a Mathematics classroom. You will be encouraged to articulate a clear philosophy to guide you in the development of high quality teaching experiences for students, particularly those in the post compulsory years of schooling. Emphasis will be placed upon the development of teaching and learning approaches that lead to effective,

connected and integrated Mathematical experiences for secondary students. You will build upon abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses that enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching Mathematics identifying those that support the teaching and learning of critical Mathematics areas;
2. Discriminate between the curriculum, teaching and learning requirements of junior Mathematics learning compared to senior Mathematics;
3. Critically review the research on teaching and learning Mathematics to identify common misconceptions for secondary school students' learning Mathematics;
4. Articulate and trial strategies for addressing common misconceptions for secondary school students in Mathematics learning; and
5. Design, trial and evaluate a unit of work on a senior secondary Mathematical topic which draws on inquiry, problem solving and which includes effective use of ICT as well as incorporating literacy and numeracy teaching strategies.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.Goos, M, Stillman, G., & Vale, C 2007 Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, Allen & Unwin Lawrence Ingvarson, Adrian Beavis, Alan Bishop, Ray Peck, Gerald Elsworth 2004 Investigation of effective mathematics teaching and learning in Australian secondary schools Australian Council for Educational Research

Assessment:Report, Write a report on interviews with secondary school students to assess their understanding of Mathematics, including key misconceptions identified., 50%. Project, Use initial assessment data to plan, implement, and evaluate a series of lessons for senior school Mathematics., 50%. Report: Write a report on interviews with secondary school students to assess their understanding of a range of the commonly identified misconception in Mathematics. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3025 Media Studies Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit you will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in Media Studies in secondary contexts, developing a theoretical and practical approach to Media experiences and critical understanding. You will also investigate the emergence of new forms of Media (including social media) and media literacies. This discipline study will be delivered within the context of an understanding of the priority areas for initial teacher education programs including as Aboriginal and Torres Strait Islander education, classroom management, ICT, Literacy and Numeracy and attending to students with special needs. This unit connects with your professional experiences and supports you to articulate and reflect on important questions. They will investigate personal, schoolbased, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate effective teaching and assessment strategies for Media Studies specific content;
2. Analyse the principles and practices of curriculum and pedagogy for teaching Media Studies in senior secondary schools with a focus on student engagement and the development of safe and challenging learning environments;
3. Investigate and evaluate the teaching, learning and assessment requirements of Media Studies specific curricula, together with the guidelines, procedures and resources available to support their implementation; and
4. Design, trial and evaluate Media Studies specific curriculum appropriate for senior secondary students.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Coiro, J., Knobel, M., Lankshear, C., & Leu, D. J. (Eds.). (2014). *Handbook of research on new literacies* Routledge. Merrin, W. (2014). *Media Studies 2.0* Routledge.

Assessment: Report, Examination of recent approaches to media literacy and critical analysis of its application in the secondary classroom., 50%. Project, Development of a digital media artefact, together with a written rationale and a presentation on, or demonstration of, your media artefact., 50%. Project: Development of a digital media artefact, with a written rationale (form and content to be negotiated: the artefact could be a short film; an animation; podcast; a poster; or some other form of media). Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3026 Media Studies Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3025 - Media Studies Curriculum and Pedagogy 1

Description: This unit will extend your knowledge in Media Studies specific curriculum and pedagogy and prepare you to teach Media Studies in senior secondary schools. You will further build on your ability to examine, investigate, articulate and reflect on important questions regarding the implementation of Media curriculum in schools. You will expand your investigation of creative, and professional multimedia practices that support your understanding of aspects of teaching media that include the appropriate technologies of representation, techniques of media production, the media industry, production design and also examine the psychological, sociological and cultural influences of Media. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses that enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate their increasing capacity to undertake enquiry into the teaching and learning of Media Studies, including engaging with colleagues to improve practice and accessing relevant sources of professional learning as teachers;
2. Adapt the implementation of different teaching approaches, assessment and evaluation strategies in implementing Media curriculum for students with a diverse range of interests and abilities including literacy and numeracy teaching strategies; and
3. Critically analyse the results of current research into effective teaching and learning of Media Studies and articulate the ramifications of this research on your implementation of current curricula at the same time as demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Merrin, W. (2014). *Media Studies 2.0*. Routledge.

Assessment: Assignment, Develop a unit of work in Media relevant to the senior school curriculum and present a short video of the trialling of this unit of work., 50%. Review, Write a critical review of the significant findings of recent research into the teaching and learning of Media in senior secondary school., 50%. Assignment: University students will develop a unit of work in Media relevant to the senior school curriculum. The unit will develop a learning sequence and include a rationale, a sequence of lessons, assessment tasks as well as short presentation of the results of trialling with school students - 1500 or equivalent. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3027 Music Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit enables you to undertake an inquiry into the teaching of Music in secondary schools. You will explore the socio-cultural context of Music and the philosophical bases of the discipline and its place and structure in state and national school curriculum. You will investigate students' engagement with Music and how students learn the skills, knowledge and understandings of Music and develop and use creative processes for musical performance. In the unit you will be encouraged to experiment with a range of teaching strategies and learning experiences to engage secondary students with diverse needs and interests in Music and reflect on student learning. You will inquire into discipline-specific teaching strategies and effective practices for successful performance of a range of Music forms and styles, and for interpretation and critique of music artworks. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the diverse range of socio-cultural contexts of students and of teaching Music in schools in Australia in secondary school settings;
2. Elucidate the processes and variables involved in learning to interpret and perform musical works;
3. Critically analyse the principles and practices of curriculum and pedagogy for teaching Music in the secondary schools with a focus on student engagement and use this analysis in planning, implementing and reflecting on lessons and other learning experiences; and
4. Apply a range of approaches in monitoring and assessing student learning of Music and use this information to evaluate and improve their pedagogical knowledge and practice in the discipline.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Katz, M. (2010) *Capturing sound: how technology has changed music* Univ of California Press

Assessment: Assignment, Critiqued development and composition of a Music unit outline., 50%. Report, Report and annotated presentation of pedagogical inquiry into Music teaching and learning., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3028 Music Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3027 - Music Curriculum and Pedagogy 1

Description:This unit develops a sound understanding of the constructs of the Music discipline area with particular focus on the post-compulsory years of schooling. You will extend your understanding of Music teaching in the secondary years and discover how these years build a foundation for learning at senior secondary level. This unit explores a range of approaches to Music teaching including, inquiry learning, problem based learning, and performance. The unit will be delivered within the context of an understanding of the priority areas for initial teacher education programs such as Aboriginal and Torres Strait Islander education, Classroom management, ICT, Literacy and Numeracy and attending to students with special needs. This unit allows you to build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on your participation in, and evaluation of, the professional discourses which enables teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching Music, identifying those that support specific Music areas including the different streams of Music for senior secondary school that are relevant to the students' knowledge and backgrounds;
2. Discriminate between curriculum, teaching and learning requirements of junior Music compared to senior Music;
3. Elucidate knowledge of how students learn, effective teaching approaches, classroom organisation and management and assessment strategies for Music specific content; and
4. Design, trial and evaluate senior Music learning activities which draw on inquiry and problem solving including literacy and numeracy teaching strategies to explore key musical concepts.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Review, Critical analysis of professional resources available for teaching Music in secondary school., 50%. Project, Plan implement, assess and evaluate VCE Music unit., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3029 Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit provides pre-service teachers with a sound understanding of approaches to the teaching of Outdoor Education in secondary schools. You will become familiar with the knowledge and skills required for teaching Outdoor Education in Years 7 through to Year 12. This unit explores a range of approaches to Outdoor Education that includes both curriculum and co-curriculum delivery. Pedagogical approaches that include experiential learning, cooperative learning and place-based education will be examined. How to engage students and develop their understanding of human nature and relationships will be explored along with the potential of Outdoor Education to develop a wide range of personal and social attributes. This unit connects with pre-service teachers' secondary school placements and supports you to articulate and reflect on important questions regarding the impact of teachers' work on students' experiences of and learning in secondary schooling by investigating personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings, including the principles

underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify the physical and social requirements of school students needed to develop inclusive and cooperative learning environments for teaching Outdoor Education;
2. Develop an understanding of curriculum, teaching and learning requirements of Outdoor Education compared to other knowledge areas;
3. Elucidate knowledge of how students learn, effective teaching and assessment strategies within the classroom and outdoor environments;
4. Analyse the principles and practices of curriculum and pedagogy for teaching Outdoor Education in the junior years of secondary school compared with the senior years; and
5. Design, trial and evaluate junior Outdoor Education learning activities which draw on experiential learning, cooperative learning and place-based education.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Wurdinger, S., & Carlson, J.A. (2010) Teaching for experiential learning: five approaches that work. Lanham, MD: Rowman & Littlefield Education. Bunting, C.J. (2006) Interdisciplinary teaching through outdoor education Champaign, IL: Human Kinetics.

Assessment:Review, A detailed curriculum evaluation and implementation activity., 50%. Project, Practicum placement inquiry and creation of a risk management plan for an outdoor learning program., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3030 Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3029 - Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1

Description:This unit provides pre-service teachers with a sound understanding of how to approach the teaching of Outdoor Education in secondary schools. This unit extends the exploration of a range of approaches to Outdoor Education examining the role of nature and outdoor activities to community development and society in general. This unit continues to examine the links between Years 7 - 10 curriculum and VCE curriculum and will be delivered within the context of an understanding of core educational ideas such as: Adolescent learning, Educational thinking, and Educational systems and issues. You will document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs. You also further explore, reflect on and articulate how theories of pedagogy are expressed in educational settings and develop succinct critical ideas of purposes and processes in teaching and learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Compare and contrast different cultural approaches to knowledge and interaction with natural environments, including the perspectives of Aboriginal or Torres Strait Islanders
2. Discriminate between curriculum, teaching and learning requirements of co-curricular Outdoor Education compared to VCE outdoor and environmental studies curriculum;
3. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content; and
4. Design,

trial and evaluate senior outdoor & environmental activities which draw on experiential learning, including literacy and numeracy teaching strategies and place-based education.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Sveiby, K.E., & Skuthor, T. (2006) *Treading lightly: Hidden wisdom of the world's oldest people* Sydney: Allen & Unwin. Mannion, A., Park, L., Cross, M., & Hughes, P. (2015). *Nelson Outdoor and Environmental Studies VCE Units 1-4* Melbourne: Nelson

Assessment:Report, An investigation into the influence of outdoor activities on school student learning, 50%. Review, Senior secondary critiqued curriculum evaluation and implementation activity., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3035 Psychology Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit provides you with an introductory understanding of the constructs of the senior secondary school level specialist area of Psychology. It examines the knowledge and skills required for teaching this discipline and for providing effective school student feedback. Whilst emphasis is on initiating the development of a range of teaching and assessment strategies, the values and beliefs that inform the design of effective sequences for the implementing Psychology curriculum are also reflected upon. This discipline study will be delivered within the context of an understanding of the priority areas for initial teacher education programs such as Aboriginal and Torres Strait Islander education, Classroom management, ICT, Literacy and Numeracy and attending to students with special needs. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Elucidate effective learning, teaching and assessment strategies related to implementing Psychology content; 2. Critically review the principles and practices of curriculum and pedagogy for Psychology with a focus on approaches that promote student engagement; 3. Evaluate the teaching, learning and assessment requirements of Psychology curricula; and 4. Devise, trial, assess and evaluate Psychology specific curriculum appropriate for students at senior levels of secondary school using a range of resources for appropriate for the professional learning of teachers.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Constantino, P M & De Loenzo, M N, 2008 *Developing a Professional Teaching Portfolio: A guide for Success* Allyn and Bacon, Pearson Education Australia. Lemov, D, 2010 *Teach like a champion: 49 techniques that put students on the path to college.* San Francisco, CA, John Wiley & Sons. Marzano, R.J, 2004 *Classroom instruction that works: research-based strategies for increasing student achievement.* Moorabbin, VIC, Hawker Brownlow Education

Assessment:Review, Critical review of Psychology resources and pedagogy research.,

50%. Project, Plan, implement, assess and evaluate a Psychology unit of work., 50%. Review: Conduct a critical review of Psychology resources, including showing evidence of the use of a range of professional resources and the accessing of appropriate teaching networks to gain information. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3036 Psychology Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3035 - Psychology Curriculum and Pedagogy 1

Description:In this unit you extend your understanding of the constructs of the Psychology specialist area with respect to pedagogy and curriculum. You build upon the review of research and resources and extend your repertoire of teaching and assessment strategies for teaching Psychology to senior secondary students. This discipline study will be delivered within the context of an understanding of the priority areas for initial teacher education programs such as Aboriginal and Torres Strait Islander education, classroom management, ICT, Literacy and Numeracy and attending to students with special needs. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses that enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate a solid understanding of the content of the current Psychology curriculum;
2. Plan, trial and evaluate a Psychology course inclusive of appropriate lesson plans, demonstrating a wide variety of appropriate teaching and assessment strategies, including literacy and numeracy teaching strategies;
3. Identify and critically review relevant support materials from a broad range of sources including discipline based research journals and professional associations;
4. Ensure the study of Psychology is relevant by using suitable examples from current events and research; and
5. Provide evidence of capacity to identify opportunities to engage in professional learning through reflection, evaluation and improving knowledge and practice of teaching psychology.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Constantino, P M & De Loenzo, M N, 2002 *Developing a Professional Teaching Portfolio: A guide for Success* Allyn and Bacon, Pearson Education Australia. Lemov, D, 2010 *Teach like a champion: 49 techniques that put students on the path to college* San Francisco, CA: John Wiley & Sons. San Francisco, CA: John Wiley & Sons. *Classroom instruction that works: research-based strategies for increasing student achievement* Moorabbin, VIC: Hawker Brownlow Education.

Assessment:Assignment, Create a Psychology unit plan including relevant curriculum, resources, assessment and pedagogy., 50%. Report, Annotated Psychology teaching portfolio exhibiting understanding of current research into how students learn and the current curriculum., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3037 Science Curriculum and Pedagogy 1

Locations:Footscray Park, St Albans.

Prerequisites:Nil.

Description: This unit provides you with a sound understanding of how to approach the teaching of Science in secondary schools. You will become familiar with the knowledge and skills required for teaching Science curriculum and how to build a foundation for learning in secondary school. The unit explores a range of approaches to Science teaching including, inquiry learning, problem based learning, and the scientific method. How to engage students and develop their understanding of scientific concepts and language will be examined as this builds a base for future learning. You will examine research on effective approaches for teaching as well as research identifying common misconceptions and the pedagogical approaches for addressing them. During this unit, you examine and develop an understanding of how students in secondary schools learn Science; you will consider approaches for catering for the diverse range of students in classes and examine effective approaches for integrating the use of ICT into teaching and learning. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, schoolbased, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review relevant, recent research on how students learn, and effective teaching and assessment strategies, with reference to current Science curriculum documents;
2. Analyse the principles and practices of curriculum and pedagogy for teaching Science, with a focus on enhancing student engagement and providing safe and challenging learning environments;
3. Analyse and debate the effectiveness of a range of resources for teaching Science, including hands-on, print, digital and other resources available for teaching and learning Science in secondary schools; and
4. Design, trial, assess and evaluate Science curriculum using methodologies appropriate for teaching Science in secondary school, taking into account procedures for ensuring the provision of a safe and supportive environment for students.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Ross, K., Lakin, L., & McKechnie, J. (2010). Teaching secondary science: Constructing meaning and developing understanding. Routledge

Assessment: Assignment, Plan, implement, assess and evaluate a unit of work in secondary Science., 50%. Portfolio, Create an annotated portfolio of resources for teaching secondary Science., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3038 Science Curriculum and Pedagogy 2

Locations: Footscray Park, St Albans.

Prerequisites: ECP3037 - Science Curriculum and Pedagogy 1

Description: This unit will enable you to further refine your understanding of Science curriculum and pedagogy. Having built specific scientific pedagogical and curricular knowledge you will interrogate various theoretical, philosophical, pragmatic and practical perspectives related to and further develop your understanding of recent research into the teaching and learning of Science. You will consolidate and apply knowledge and pedagogical approaches related to teaching secondary school Science and develop understanding of issues related to Science education across the curriculum and examine its importance in the wider community, nationally and internationally. You will build upon your abilities to document, reflect, analyse and

critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching Science curriculum identifying those that support specific Science areas including Chemistry, Biology, Physics, Environmental Science as well as literacy and numeracy teaching strategies;
2. Elucidate knowledge of how students learn, effective teaching, assessment strategies and discipline specific content;
3. Identify and evaluate differing forms of assessing student learning, providing timely feedback and planning for effective learning and teaching of skills, knowledge and understandings across the Science curriculum; and
4. Critically review relevant sustainability, ethical, legislative, administrative and organisational policies and principles in relation to the teaching of Science in secondary school.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Ross, K., Lakin, L., & McKechnie, J. (2010). Teaching secondary science: Constructing meaning and developing understanding. Routledge

Assessment: Review, Develop and review a collection of units of work for secondary students., 50%. Project, Create a detailed, illustrated and annotated excursion plan relevant to the teaching of Science in the secondary school, 50%. Review: Develop and review a collection of exemplary units of work for secondary students, which respond to elements from the Science curriculum and recommended pedagogical approaches. Demonstrate engagement with sources of information and inquiry relevant to ongoing professional development and learning, and provide evidence of consideration of sustainability, ethical, legislative, administrative and organisational policies and principles. Project: a) Organise an excursion relevant to the teaching of secondary Science. b) Write an account that the excursion that illustrates: relevance to the Science curriculum; relationship of the excursion to research into student learning of Science; the process, preparation and lesson plans for the excursion. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3039 Disability Education Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit you will develop an understanding of the Disability Education curriculum and pedagogy strategies when working with primary school students. The unit will address teaching approaches, resources, materials, assessment and evaluation, as well as consider the challenges faced by primary school students who have a disability. The scope of the unit includes the development of your ability to develop and implement inclusive programs for students with a disability that promote academic and social wellbeing. This unit connects with your regular professional experiences in a primary school setting and supports you to articulate and reflect on important questions related to your professional practice. You will investigate personal, schoolbased, theoretical and socio-cultural explanations of your experiences in primary school settings. An analysis of teaching and learning strategies that create safe and secure classroom environments for learners with diverse needs will be explored. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of classroom teachers, Disability Education teachers and professional staff, focusing on participation in, and evaluation of, the professional discourses which enable primary

education teams to respond constructively to the specialised learning needs of young children with a disability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically examine the principles and practices of curriculum and pedagogy for teaching primary school students having a disability, with a focus on student engagement and providing safe and challenging learning environments; 2. Investigate and evaluate the teaching, learning and assessment requirements associated with young learners who have a disability; 3. Design, trial, assess and evaluate specific curriculum appropriate for primary school students with a disability, making use of digital technologies where appropriate, including literacy and numeracy teaching strategies; and 4. Develop an understanding of key theoretical debates associated with Disability Education.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Foreman, P. (2011) 3rd Inclusion in Action Australia: Cengage Slee, R. (2011) The irregular school: exclusion, schooling, and inclusive education. New York : Routledge

Assessment: Portfolio, Create an annotated portfolio of teaching and learning resources and strategies., 50%. Essay, Write an essay that compares and contrasts the various perspectives on an important theoretical debate in the area of Disability Education., 50%. Portfolio: Create an annotated portfolio of teaching and learning resources and strategies for assessment to support teaching learners in a primary school setting who have a disability. University students will use theory to support the teaching and learning practices that are being reported on Essay: Thoroughly research an important theoretical debate in the area of Disability Education. Write an essay that compares and contrasts the various perspectives on the issue, showing evidence of the use of relevant resources. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory Year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3040 Disability Education Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3039 - Disability Education Curriculum and Pedagogy 1

Description: In this unit you will develop an understanding of Disability Education curriculum and pedagogy strategies when working with secondary school students. The unit will address teaching approaches, resources, materials, assessment and evaluation, as well as consider the challenges faced by secondary school students who have a disability. The scope of the unit includes the development of your abilities to create and implement inclusive programs for students with a disability that promote academic and social wellbeing. This unit connects with your regular professional experiences in a secondary special school setting and supports you to articulate and reflect on important questions related to your professional practice. You will investigate personal, school-based, theoretical and socio-cultural explanations of your experiences in special school secondary settings. An examination of teaching and learning strategies that create of safe and secure classroom environments for learners with diverse needs will be explored. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of Disability Education teachers and professional staff. In addition you will focus on participation in, and evaluation of, the professional discourses which enable education teams to respond constructively to the specialised learning needs of young children with a disability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically examine the principles and practices of curriculum and pedagogy for teaching secondary school students who have a disability with a focus on student engagement and providing safe and challenging learning environments; 2. Investigate and evaluate the teaching, learning and assessment requirements associated with young learners who have a disability; 3. Design, trial, assess and evaluate specific curriculum appropriate for secondary school students with a disability making use of digital technologies where appropriate, including literacy and numeracy teaching strategies for secondary students; and 4. Develop an understanding of key theoretical debates associated with Disability Education.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Portfolio, University students will create an annotated portfolio of teaching and learning resources., 50%. Report, Write a report discussing strategies that can be utilised to assist the teaching and learning of students with a disability., 50%. Portfolio: University students will create an annotated portfolio of teaching and learning resources that support the teaching and learning needs of secondary students who have a disability. They will use theory to support the teaching and learning practices that are being reported on. Report: Write a report discussing several strategies that can be utilised to assist the teaching and learning of students with a disability. Make reference to your own professional experiences and relevant teaching and learning resources. In your report you will need to make reference to key theoretical debates associated with disability studies. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3041 Student Welfare Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: You will undertake a specific inquiry into the current and emerging issues related to learner welfare and wellbeing by exploring contemporary literature and evaluating current practices used in schools. You will explore the educational structures and models used for supporting learners, focusing on pastoral care, career counselling, mentoring, resilience development and inter-professional collaboration. You will develop key understandings and insights into the collaborative roles of, and between, school personnel, the family and communities in the provision of pastoral and supportive care to learners. A focus of the unit is to develop best practice skills particularly for working with young people in schools. Such skills include: managing and establishing groups, understanding group dynamics, negotiating positive group behaviour, conflict resolution and counselling and inter-professional collaboration. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate the relevant policy directions and existing models of student welfare that support the provision and management of sensitive data; 2. Develop strategies required to deal with issues that affect young people in schools and design positive relational engaging curriculum; 3. Work collaboratively with other

professionals to facilitate and coordinate family and community support for learners in schools; and 4. Manage data in an ethical manner that reflects a working knowledge of privacy issues in relation to young people in schools.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Report, Articulate a professional framework of the role of welfare in educational settings and investigate school's student welfare policies and programs., 50%. Case Study, Analysis of the programs and processes that support learner welfare and wellbeing., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3042 Student Welfare Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3041 - Student Welfare Curriculum and Pedagogy 1

Description:This unit focuses on developing ethical practices and relationships within an educational context in Australia and internationally. From an initial examination of the personal values and beliefs that shape individual practice, you are encouraged to analyse, evaluate and develop a framework for professional ethical practice.

Knowledge of human rights and applying education department and student welfare codes' of ethical practice within the workplace and broader community will enable you to integrate and embed an ethical approach to your work. This unit will also include the principles of student welfare practice, aspects of professional conduct, and communication standards. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically review the role of personal values and ethics within educational settings, respecting and valuing diversity; 2. Develop strategies including literacy and numeracy teaching strategies to maintain ethical relationships with students, colleagues, parents and other professionals; 3. Analyse the national and international development of ethics in educational and youth work contexts; 4. Integrate appropriate ethical practice in a range of situations and scenarios, applying a professional code of ethics; and 5. Debate the ethical issues within diverse educational processes e.g. leadership and inclusive practices.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Ehrich, L. Kimber, M. Millwater, J. & Cranston, N. (2011) Teachers and Teaching: Theory and Practice. Taylor and Francis Sercombe, H, 2010 Youth work ethic London: Sage YACVic, 2008 Code of Ethical Practice- A First Step for Victoria Youth Sector Melbourne

Assessment:Presentation, Utilise role plays to analyse ethical dilemmas, and discuss and document appropriate ethical outcomes., 50%. Research Paper, A research paper discussing the professional guidelines for educators. This will be framed within the context of an understanding of ethical practice., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3047 Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit presents an historical overview of the development of methods and approaches to Teaching English as a Second Language (TESOL), together with a study of the nature of language. It is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impact on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed. This unit will enable you to develop understanding of TESOL curriculum and pedagogy in the primary and secondary school. This unit will address teaching approaches, resources and materials, and assessment and evaluation as well as considering the challenges and issues in 21st century TESOL education. The scope of the unit includes the development of your ability to work with primary and secondary students to develop key investigative, communication and TESOL skills and understandings. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and articulate the development of the principles and practices of curriculum and pedagogy in the socio-cultural context of TESOL including educational, cultural, historical and inter-group issues and implications for teaching and learning; 2. Investigate and evaluate the teaching, learning and assessment requirements of TESOL specific curricular, together with the guidelines, procedures and resources available to support their implementation taking into consideration of recent relevant research in the area of TESOL for primary and secondary students; 3. Articulate the processes and variables involved in learning English as a second (or additional) language and analyse ESL learners' language and socio-cultural needs including diverse linguistic, cultural, religious and socioeconomic backgrounds; 4. Contextualise and illustrate the use of TESOL principles and approaches for a range of educational contexts, including factors affecting the development of language proficiency, and assessment procedures to facilitate appropriate placement of students with ESL needs; and 5. Analyse, appraise and reflect on how the relationships and influences of global sustainability issues, ethical considerations and catering for students from culturally diverse backgrounds including Aboriginal and Torres Strait Islander students, influences the teaching and learning of TESOL.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Brown, H.D. (2014), 6th Edition, Principles of Language Learning and Teaching, New York: Pearson Education Brown, H.D. (2007), 3rd Edition, Teaching by Principles: An Interactive Approach to Language Pedagogy, New Jersey: Prentice Hall

Assessment:Presentation, Group Presentation: Consider innovative ideas to identify pedagogical approaches for teaching the TESOL to primary and secondary school students., 50%. Portfolio, Portfolio: Create a set of lesson plans for an ESL classroom., 50%. Portfolio: Create a set of lesson plans for an ESL classroom including establishing clear and challenging learning goals, using a range of teaching strategies and identifying a range of resources including ICT. Hurdle tasks:

Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory

year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3048 Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3047 - Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 1

Description: In this unit you will develop a sound understanding of the constructs of the Teaching English as a Second Language discipline area. This TESOL methodology unit focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers and the politics of language teaching and language teaching curriculum renewal, with a particular emphasis on senior secondary students. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on your participation in, and evaluation of the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate understanding of the socio-cultural context of Teaching English as a Second Language in Australia and adapt knowledge of the institutional contexts of TESOL, in particular the role of the TESOL teacher in the school organisation, with parents (as appropriate) and the wider community;
2. Design, trial, assess and evaluate a TESOL specific curriculum appropriate for the senior secondary students, making use of digital technologies where appropriate;
3. Validate ESL curriculum frameworks and design documents;
4. Critically review and exhibit a broad understanding of ESL learners' complex needs through creating and maintaining engaging, supportive and safe learning environments;
5. Identify and apply a range of teaching techniques including literacy and numeracy teaching strategies and classroom activities; and
6. Contextualise and illustrate the use of a range of resources, including ICT, that engage students and parents where possible in their learning.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Brown, H.D., (2014), 6th Edition, Principles of Language Learning and Teaching, Principles of Language Learning and Teaching Brown, H.D., (2007), 3rd Edition, Teaching by Principles: An Interactive Approach to Language Pedagogy, New Jersey: Prentice Hall

Assessment: Project, Mentoring Program: mentor an ESL learner and write a reflective report., 50%. Portfolio, Create an annotated portfolio of teaching and learning resources to reflect a TESOL curriculum and to support your teaching of TESOL., 50%. Portfolio: Create an annotated portfolio of teaching and learning resources to reflect a TESOL curriculum and to support your teaching of TESOL in the senior secondary school. Justify the inclusions of resources which can be used both in class and independently by learners and their parents in the light of sustainability, ethical, egalitarian and/or curricular considerations. Hurdle task: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent. .

ECP3049 Art Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit you will build on specific discipline knowledge to inquire and examine various theoretical, philosophical, pragmatic and practical perspectives related to contemporary Art education. You will become familiar with the knowledge and pedagogical approaches related to learning and teaching visual art and design in school settings and beyond the classroom. A particular emphasis in this unit is placed on the secondary years of schooling (7-10) within the context of relevant national and state curriculum documents. You are encouraged to build confidence in planning for effective learning and teaching in the Arts along with developing theoretical and practical approaches to visual art teaching, critical understanding and reflection. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify an emerging philosophical stance on Arts Education;
2. Articulate pedagogical principles and practices, related to teaching both quality and effective Arts Education for students, that exemplify the use of current research based approaches
3. Interpret perspectives related to Art Education, including relevant curriculum and assessment documents, in developing Art Education teaching strategies;
4. Discuss strategies to consider diverse student learning and development in Arts Education; and
5. Illustrate a reflective approach to continuous professional learning and development as an Arts educator through understanding the range of resources available for professional learning as an Arts educator.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Develop a unit of work/teaching plan., 50%. Portfolio, Create a portfolio of resources, including a development and learning log., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. The total combined assessment word equivalence is approximately 3,000 words, or equivalent.

ECP3050 Art Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3049 - Art Curriculum and Pedagogy 1

Description: In this unit you will interrogate various theoretical, philosophical, pragmatic and practical perspective related to creativity and contemporary Art Education. You will consolidate and apply knowledge and pedagogical approaches related to teaching Art in school settings and beyond the classroom. A particular emphasis in this unit is placed on the senior secondary years of schooling within the context of relevant national and state curriculum documents. You will continue to develop confidence in planning for effective learning and teaching in the Arts, along with interrogating and determining the theoretical and practical approaches to visual art teaching, developing critical understanding and reflection that will underpin your teaching. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in,

and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Express, in teaching practice, an emerging philosophical stance on Arts Education;
2. Exemplify and deconstruct pedagogical principles and practices related to teaching both quality and effective Arts Education to organise content into an effective learning and teaching sequence, including literacy and numeracy teaching strategies;
3. Evaluate and appraise perspectives related to Art Education including relevant curriculum and assessment documents, along with research to design learning sequences and lesson plans;
4. Devise and formulate strategies to consider diverse student learning and development in Art Education; and
5. Exhibit ways of adopting a critically reflective approach to continuous professional learning and development as an Arts educator in relation to developing learning programs.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Develop teaching plans based on the Arts curriculum., 50%. Project, Undertake a reflective research task., 50%. Assignment: Teaching plan which critically reviews curriculum and considers pedagogical approaches for teaching Art at this year level. Project: A reflective research task inquiry into becoming an Arts educator. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. The total combined assessment word equivalence is approximately 3,000 words, or equivalent.

ECP3051 Technology Studies- Food Curriculum and Pedagogy 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides you with pedagogical practices for technology education through materials and design and enable you to develop teaching expertise of technology education in Secondary Schools. This is informed by a focus on state, national and global perspectives on materials, design and technology. The unit challenges you to articulate coming to understand your world and will also enable you to gain mastery of skills, techniques and knowledge that builds expertise that goes beyond the classroom. Key concepts including the history of technology education, challenges and issues, teaching approaches, resources and materials, assessment and evaluation in relation to technology education are emphasized. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to quality teaching, effective design and materials in technology education, for students, that exemplify the use of relevant historical and current approaches;
2. Critically reflect understandings of the positioning of technology education, with a focus on the secondary school sector;
3. Interpret perspectives related to design and materials in technology education including relevant curriculum and assessment documents in the planning of lesson sequences that are appropriate for a diverse range of students;
4. Apply knowledge and understanding of design and materials in technology education to

lesson planning; and

5. Illustrate a reflective approach to continuous professional learning and development as a technology educator.

Class Contact: Workshop 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Recommended Texts Alexander, Stephanie 2004, The Cooks Companion, Lantern, Melbourne. Dodgshun, G et al 2011, Cookery for the Hospitality Industry, Cambridge, Melbourne. Grieg, Denise, 2000, The Australian Cook's Dictionary, New Holland, Sydney Isaac, V & Smith, D 1991, Comprehensive Cookery, McGraw-Hill, Roseville, NSW. Mc Gee, H 2010, Keys to Good Cooking; A Guide to Making the Best of Foods and Recipes, Penguin, New York. Saxelby, C 2012, Complete Food and Nutrition The Ultimate A-Z Guide, Hardie Grant Books, Melbourne.

Assessment: Portfolio, Provide annotated examples of curriculum for Years 7 - 10., 50%. Project, Lesson planning., 50%. Portfolio: Provide annotated examples of curriculum for Secondary students and identify pedagogical approaches for teaching of materials and design technology education. Students also reflect on aspects of their own teaching and learning and document how these influence their approach to technology pedagogies (specifically with materials and design). Project: Lesson planning: Students to reflect on their planning of technology lessons for Secondary students that begin with determining student needs and/or interests in technology education. Hurdle tasks: Satisfactory completion of Applied Curriculum Project Plan and satisfactory Project Partnership Mid-year Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3052 Technology Studies- Food Curriculum and Pedagogy 2

Locations: Footscray Park.

Prerequisites: ECP3051 - Technology Studies - Food Curriculum and Pedagogy 1

Description: This unit develops and extends understandings of pedagogy and practices for teaching and promoting technology education in secondary schools. This unit will enable you to teach technology education in Years 10 to 12 and broaden and build on developing technology teaching skills. You will extend your considerations of technology education pedagogy and practices to include concepts of the design process; sustainability; and responding to authentic needs and opportunities. Vocational orientations and post compulsory education pedagogical strategies for technology education are explored. You will continue to develop confidence in planning for effective learning and teaching in technology education along with determining the skills and disposition you require in becoming a critically reflective educator. This discipline study will be delivered within the context of an understanding of core educational ideas such as: Adolescent learning, Educational thinking, and Educational systems and issues. You will build upon your abilities to document, reflect, analyse and critique your contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Identify and apply technology education theoretical underpinnings to pedagogical practices for Years 10 - 12;
2. Exemplify and deconstruct pedagogical principles and practices related to teaching both secondary and vocational technology education;
3. Evaluate and appraise perspectives related to design and materials in technology education including relevant curriculum and assessment documents appropriate at Years 10 - 12;
4. Devise and formulate strategies, including ensuring safe and secure learning environments to consider diverse student learning and development in technology and vocational education, including literacy and numeracy teaching strategies; and
5. Exhibit ways of adopting a critically

reflective approach to continuous professional learning and development as a technology educator

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Recommended Texts Alexander, Stephanie 2004, *The Cooks Companion*, Lantern, Melbourne. Dodgshun, G et al 2011, *Cookery for the Hospitality Industry*, Cambridge, Melbourne. Grieg, Denise, 2000, *The Australian Cook's Dictionary*, New Holland, Sydney Isaac, V & Smith, D 1991, *Comprehensive Cookery*, McGraw-Hill, Roseville, NSW. Mc Gee, H 2010, *Keys to Good Cooking; A Guide to Making the Best of Foods and Recipes*, Penguin, New York. Saxelby, C 2012, *Complete Food and Nutrition The Ultimate A-Z Guide*, Hardie Grant Books, Melbourne.

Assessment:Portfolio, Provide annotated examples of curriculum for Years 10 - 12., 50%. Report, Collaborative case and commentary report on the student's experiences of technology education., 50%. Portfolio: Provide annotated examples of curriculum for Years 10 - 12 and identify pedagogical approaches for teaching of materials and design technology education in senior secondary and/or vocational classes. Hurdle tasks: Satisfactory completion of Applied Curriculum Project End of Year Report and satisfactory Project Partnership End of Year Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3053 Physical Education (Secondary Teaching) Curriculum and Pedagogy 1

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit of study you will engage in an experiential curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in secondary school Physical Education (PE). You will begin by assessing your own strengths, and creating collaborative teams that incorporate a range of strengths. You will work in these teams to complete the school-based program and assessment. Content in this unit focuses on developing University student's knowledge and skills required for teaching at the middle school level in Physical Education. Specific information regarding models of Physical Education curriculum, pedagogy, and teaching styles will be examined. This unit involves a school-based component, where you will work in groups with secondary school students to implement a series of PE lessons. Other university-based workshops involve working in teams to demonstrate a range of pedagogical models in PE to your peers, planning an innovative and engaging Physical Education unit for the secondary school students, and contributing to overall Physical Education program planning as a collaborative class group. This unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of your experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This unit will provide opportunities to ensure that you are familiar with literacy and numeracy teaching strategies in this discipline.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop an innovative, engaging sequence of lessons to be delivered in the school-based program;
2. Engage secondary school students in innovative activities that suit a diverse range of needs and abilities in a school-based program;
3. Critically review a range of Physical Education pedagogies; and
4. Construct a unit that could form a part of an innovative Physical Education program.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Calkott, D., Miller, J., & Wilson-Gahon, S. (2012) *Health and Physical Education: Preparing Educators for the Future Melbourne*: Cambridge University Press

Assessment:Performance, School-based Program: Prepare and deliver an innovative Physical Education program., 50%. Presentation, Explore pedagogical models for Physical Education, 50%. Performance: School-based Program: Prepare and deliver an innovative Physical Education program that incorporates recent research, engages students with a diverse range of needs in the program, and demonstrates thorough lesson planning. Presentation: Explore pedagogical models for Physical Education, engaging peers in an experiential presentation that includes clear communication and demonstrates a thorough understanding of the model. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECP3054 Physical Education (Secondary Teaching) Curriculum and Pedagogy 2

Locations:Footscray Park.

Prerequisites:ECP3053 - Physical Education (Secondary Teaching) Curriculum and Pedagogy 1

Description: In this unit of study you will extend your understanding of creating the constructs for an engaging experiential curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in secondary school Physical Education (PE). Content in this unit focuses on developing the knowledge and skills required for teaching Physical Education in the senior secondary school. Specific information regarding models of curriculum, pedagogy, and assessment will be explored. This unit involves a school-based component, where pre-service teachers work with VCE students to implement a series of activities in PE lessons. Other university-based workshops involve working in teams to demonstrate a range of pedagogies for teaching PE concepts to your peers, and in designing an assessment tasks for senior secondary school students. You will build upon your ability to document, reflect, analyse and critique your own contribution to a collaborating team of teachers, focusing on their participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop, implement and evaluate an innovative, engaging sequence of lessons to be delivered in the VCE school-based program;
2. Engage secondary school students in activities that suit a diverse range of needs and abilities in the school-based program;
3. Explore a range of Physical Education pedagogies, including literacy and numeracy teaching strategies; and
4. Develop an assessment task that could form a part of an innovative VCE Physical Education program.

Class Contact:Workshop 2.5 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Calkott, D., Miller, J., & Wilson-Gahon, S. (2012). *Health and Physical Education: Preparing Educators for the Future Melbourne*: Cambridge University Press

Assessment:Assignment, School-based Program: Prepare and deliver an innovative Physical Education program, including an assessment task., 50%. Presentation, Design an experiential presentation that demonstrates the use of innovative pedagogies to teach key concepts in senior secondary Physical Education., 50%. Assignment: School-based Program: Prepare and deliver an innovative Physical

Education program that incorporates recent research and engages students with a diverse range of needs in the program. As part of the program, develop an assessment task that demonstrates knowledge of the current curriculum and research. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Minimum effective word limit of 3000 words in total, or equivalent.

ECW8001 Critical Policy Analysis

Locations: Footscray Park, partnership locations..

Prerequisites: Nil.

Description: Professional practice and research in education and training is located within local, national and international policy contexts that shape what is possible to think, write, say and do. These powerful policy discourses tend to represent complex broad problems in simplified ways and recommend solutions that may have unintended consequences. This unit explores historical and contemporary educational policy discourses evident in a range of professional areas. This unit will enable graduate researchers to situate their own professional practice within the local, national and international education and training policy environment. Graduate researchers will be introduced to a range of approaches to policy analysis that will enable them to critique and evaluate relevant policies.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Demonstrate critical reflection and analysis of selected education and training policies through a systematic investigation; 2. Situate the learner's professional practice and biography within a national and international policy context; and 3. Appraise and debate the factors driving education and training policies relevant to their profession and generate options for further consideration.

Class Contact: This unit is delivered in a cohort based, once a month session. Each day has a component of a lecture, seminar focus and a workshop and the online component is off campus throughout the unit delivery.

Required Reading: Specific readings will be provided for each session, with the session presenters contributing selected readings. All participants in the unit are encouraged to share readings. There is no required textbook but graduate researchers may also choose to purchase some of the following texts if they wish. These texts are also available in the VU Library Collection: Bacchi, C. (2009). *Analysing policy: what's the problem represented to be?* Frenchs Forest, NSW: Pearson Bates, J., Lewis, S., Pickard, A., (2011) *Education Policy, Practice and the Professional*, Continuum international Publishing Group, London and New York Ball, S. J., (2007) *education plc, Understanding private sector participation in public sector education*, Routledge, Abingdon, Oxon Pawson, R., (2006) *Evidence - based Policy A Realist Perspective*, SAGE Publications Ltd, London Rogers, R. (2011) (ed.) *An introduction to critical discourse analysis in Education*. 2nd edition. London: Routledge.

Assessment: Other, Critical analysis of literature on education and training policy contexts (via online discussion forum) (equivalent to 2500 words), 30%. Essay, Interrogate current education and training policy in relation to the context of their profession and research interest (equivalent to 5000 words), 70%.

ECW8002 Critically Reflexive Practice

Locations: Footscray Park.

Prerequisites: Nil.

Description: Professional practice in recent times has been reconceptualised within an economic rationalist framework. The terms 'professional education', 'in-service education' are frequently used interchangeably. 'Delivery', 'competencies' and 'outcomes' are terms which are part of the new language of transmission models of ongoing professional development and research. The literature however, emphasises

the importance of critical reflexivity and collegiality and of careful investigation into professional identities, biographies and critical incidents. This unit of study will develop an expert understanding of the contexts in which professional practice occurs; assist graduate researchers to begin developing researcher-practitioner identities, an understanding of the politics of knowledge and the genre of doctoral academic writing. Graduate researchers will also begin developing intellectual independence through undertaking a critical review of the literature relevant to the professional practice they are planning to research.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Employ critical reflexivity to define professional practice and development through the creation of a professional biography; 2. Critically review literature relevant to their professional biographies; and 3. Interrogate and debate the factors driving professional development and practice.

Class Contact: This unit is delivered in a cohort based, once a month session. Each day has a component of a lecture, seminar focus and a workshop and the online component is off campus throughout the unit delivery.

Required Reading: Kamler, B. & Thomson, P. (2011). 2nd edition. *Helping Doctoral Graduate researchers Write: Pedagogies for supervision*. Oxford and New York: Routledge.

Assessment: Other, Critical analysis of readings about reflexive practice and policy (via online discussion forum) (equivalent to 2500 words), 30%. Literature Review, Literature review and professional biography (5000 words), 70%.

ECW8003 Research and Ethics in Professional Practice

Locations: Footscray Park, and partnership locations..

Prerequisites: Nil.

Description: The focus of this unit is on developing the skills and knowledge required for designing and composing a Doctor of Education research proposal. The unit will synthesise the theoretical and practical learning of the three previous units studied, within a research proposal framework. Specific attention is devoted to: the research questions and objectives in relation to theory; methodology and data sources; research ethics; research integrity; literature review in relation to objectives; the dissertation. This unit will enable graduate researchers to explore in more depth a range of research methodologies and the ethical issues related to them in order to begin planning their research.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Evaluate existing knowledge and ideas through critique of relevant literature and a selection of methodologies appropriate to their research; 2. Demonstrate expertise in the design and plan of an original doctoral research project; 3. Articulate a critical understanding of the ethical issues involved in conducting their research; 4. Present the research proposal and interpret, and respond to peer critique, and 5. Devise a cogent draft research proposal for a doctoral thesis.

Class Contact: This unit is delivered in a cohort based, once a month session. Each day has a component of a lecture, seminar focus and a workshop and the online component is off campus throughout the unit delivery.

Required Reading: Specific readings will be provided for each session, with the session presenters contributing selected readings. All participants in the unit of study are encouraged to share readings.

Assessment: Presentation, Presentation of an original research proposal with written summary (equivalent to 2500 words), 30%. Other, Research proposal (5000 words), 70%.

ECY2000 Young People in a Global Community 2

Locations:Footscray Park.

Prerequisites:ABB 1804 or SSM2205 or AHS1107

Description:This unit will build your knowledge by considering how theoretical frameworks that link to Youth Work can be applied to our understanding of young people as global citizens. The unit will use the context of culture, socio economic status, family, education and employment to build a greater conceptual understanding of why young people are so marginalised, as well as building on our knowledge of community development and globalisation and its impact on young people. Current trends that have been identified in international youth research and the recent global youth participation project will be explored. Youth Work graduates need to be able to develop strong theoretical frameworks that drive their practice and this subject will enable that foundation to be built. It is particularly important that youth workers are working with young people in the context of the rapid economic changes that they are experiencing across the world. The unit will contribute to a better understanding of community development and will also ensure that students understand and embrace a global identity.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Identify and examine the different theories that impact on the local and global community in relation to youth opportunity and aspirations;
2. Analyse current global trends and research work that is focussing on young people and their ability to participate in civil society;
3. Explore strategies that enable youth workers to understand the diversity of young people their marginalisation in a range of global communities;
4. Evidence an understanding of how community development understanding theory and can build Youth Work principles practice to support young people who are now experiencing the impact of a modern globalised society;
5. Establish a cultural understanding that enables them to contribute to their local and global communities.

Class Contact:Tutorial 2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications

Assessment:Case Study, Write a case study that details a marginalised young person or group of young people in a global setting., 30%. Portfolio, What is community development and how can it be applied to global youth work practice?, 70%. Effective total of 3000 words.

ECY2001 Young People and Substance Use

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit will introduce students to the social, historical and political contexts of young people and substance use. Students will also be provided with the opportunity to build skills in the assessment and planning of appropriate interventions, advocacy and referral when working with young people who use Alcohol and Other Drugs (AOD). An overview of community-based youth specific AOD services will be provided with consideration of evidence based practice models. Students will also explore and analyse drug policy and the impact those policies have on young people in the Alcohol and Other Drugs (AOD) sector.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Contextualise the use of AOD by young people within their social, political and historical settings.
2. Examine theoretical models of effective work with young people who are using AOD,
3. Exemplify primary knowledge and skills related to young people with problematic AOD use including practice in AOD settings, methods

of effective communication with young people who are substance affected, the impact of cultural differences in effective AOD work, and, workplace protocols and procedures;- 4. Identify methods of Youth Work practice that are appropriate to be used in a range of AOD settings including educational settings, community settings and legal environments because they are evidence informed, align with the Youth Work Professions Code of Ethical Practice and respect the views of key stakeholders.

Class Contact:Seminar 2.5 hrs

Required Reading:Sapin, K (2013) 2nd edition Essential Skills for Youth Work Practice London: Sage Publications Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment:Case Study, Select one drug, either legal or illegal, and research contemporary and historic use, and investigate current issues within a youth work context., 30%. Presentation, Group presentation on a class of drug., 20%. Essay, What are the key benefits, challenges, risks and opportunities inherent in a Harm minimisation model of professional practice?, 50%. Effective total of 3000 words.

ECY3000 Supporting Young People in Dual Diagnosis Settings

Locations:Footscray Park.

Prerequisites:ABB 1800 - Youth Work Practice

Description:This unit introduces the knowledge and skills required by workers encountering young people with dual diagnosis - mental health and alcohol and other drugs (AOD) issues. This unit will reflect on the historical context of the sector and consider the essential values and philosophies that guide effective work with young people who are experiencing AOD and mental health issues.. A range of different models of AOD work, and an understanding of mental health diagnoses and youth appropriate interventions will be theoretically and practically taught. This unit will also identify personal values and attitudes regarding Mental Health and AOD use including the views of key stakeholders and official representatives. This unit will develop knowledge of the range of settings supporting young people with dual diagnosis including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, issues of access and equity and workplace protocols and procedures.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Contextualise the evolution of Dual Diagnosis within the history and changing social, political and economical developments in the youth sector;
2. Determine associated models of mental health and/or AOD work, guided by an understanding of the risks, philosophies, and the views of key stakeholders;
3. Exemplify primary knowledge and skills related to Dual Diagnosis issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisation standards and workplace protocols and procedures;
4. Identify personal and community values and attitudes regarding Dual Diagnosis
5. Understand and be able to work towards effective public health responses that support young people with Dual Diagnoses within a local and global community context.

Class Contact:Seminar 2.5 hrs

Required Reading:Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment:Report, Discuss a specific mental health diagnosis and demonstrate an understanding of how it may be impacted on by any co-occurring substance use or misuse., 25%. Test, This quiz aims to consolidate factual knowledge around mental health and alcohol and other drugs practices., 25%. Case Study, A report demonstrating understanding of how the principles of the Victorian Code of Ethical

Practice should be applied to youth with a dual diagnosis., 50%. Effective total of 3000 words.

ECY3001 Working with Young People with Complex Issues

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit introduces the knowledge and skills required by workers encountering young people with complex issues - particularly young people in residential care settings. This unit will reflect on the historical context of the residential care sector and consider the essential values and philosophies that guide this work. A range of different models of youth work, along with essential understandings of personal safety risks will be theoretically and practically taught. This unit will identify the particular context in which these young people live to inform good youth work practice and will develop knowledge of the range of settings supporting young people with complex needs, including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, access and equity and addressing workplace protocols and procedures.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Contextualise the evolution of residential care work in the changing social, political and economic developments of the youth sector;
2. Examine theoretical models of effective work with young people with complex needs,
3. Exemplify primary knowledge and skills related to young people with complex issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisation standards, workplace protocols and procedures;
4. Critically review methods of Youth Work practice that are appropriate to be used in residential care settings because they are evidence informed, align with the Professions Code of Ethical Practice and respect the views of key stakeholders

Class Contact:Seminar2.5 hrs

Required Reading:Texts as suggested by the Lecturer, links will be provided on VU Collaborate

Assessment:Report, Respond professionally to a young person presenting drug and alcohol issues using a role play or presentation, 30%. Case Study, Respond to a case study of a young person with complex issues living in a residential care setting utilising evidence informed Youth Work practice., 70%. Effective total of 3000 words.

ECY3002 Professional Practice 2

Locations:Footscray Park.

Prerequisites:AB3803

Description: In this unit students will engage and collaborate with youth work practitioners and industry professionals to practice and apply their knowledge and skills in authentic contexts. Students will gain practical experiences of working in partnership with an agency that focuses on a range of youth issues that can also lead to critical reflection and theorising on their practice. The practical components provided in this unit helps prepare students make the transition from university to employment. Each placement is unique; students are required to use their initiative and negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to reflect on their practice. Specifically students are expected to negotiate a project/program in collaboration with the agency that benefits the agency but also allows the opportunities for professional development that meet the students learning needs. Students need to evidence that they can operate as an ethical practitioner whilst undertaking their professional placement. An essential component of Professional Practice is the ability for students to engage with young people and reflect on their practice. Professional placements also prepare

students for their careers.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Consolidate and synthesise their skills and knowledge of Youth Work in a variety of youth, education and community settings;
2. Extend and expand Youth Work knowledge and experience by connecting theory to practice to industry standard;
3. Apply a theoretical and analytical framework that underpins their capacity to undertake ethical practice in the Youth Work sector;
4. Demonstrate their professional growth, development and intercultural understandings as a graduate Youth Worker; and
5. Articulate a personal philosophy of Youth Work that demonstrates a compelling justification of contemporary theory and practice in the professional youth work context.

Class Contact:Seminar2.5 hrsProfessional placement to be undertaken in a flexible mode usually between January and November on the basis of completing 200 hours of placement in a professional workplace.

Required Reading:Sapin K, 2013 2nd Edition Essential skills for Youth Work practice Sage Publications Other readings as recommended by the lecturer.

Assessment:In addition to the graded tasks, students are expected to complete the following three reports satisfactorily: 1. Learning in the Workplace Agreement 2. Interim Supervisors Report & attendance of hours. 3. Final Supervisor report & attendance of hours. Report, Learning plan, outlining the aim, measure, implementation strategies, and timeframe and intended learning outcomes., 20%. Portfolio, Professional e-portfolio that includes a philosophy of practice that is underpinned by a minimum of five theoretical references, 40%. Portfolio, Develop a graduate's e-portfolio that is inclusive of a simulated job application cover letter, resume and response to each key selection criteria., 40%. Total effective word limit for all three tasks is 5,500 words.

EDC1000 Academic and Professional Learning

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description: In this unit you are introduced to the concepts of academic discourse and professional learning and you will question, investigate and actively reflect on your learning experiences in relation to these concepts. In addition, you will theorise your own and others' learning experiences in the light of your study of contemporary learning theories. You are encouraged to connect your own experiences with recent developments in education, and within a global context, and ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? You will engage in blended learning activities designed to stimulate descriptions of, and reflection on, how to successfully engage in academic writing for university settings. You will also learn about academic discourse techniques, written forms of theoretical discussion, and will familiarise yourselves with library resources. You will begin to orientate yourselves to the Australian Professional Standards for Initial Teacher Education and evaluate the skills and understanding you will develop as you move towards achieving the Australian graduate standards. Finally, you will evaluate your own literacy and numeracy skills, knowledge and understandings and commence planning to address your learning in these areas. This unit links to the course intention of strengthening the connection between theory and practice and the course learning outcomes of demonstrating awareness of a range of theoretical approaches.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Participate in an academic community of discourse through reflective and critical engagement in academic texts;
2. Elucidate knowledge and understanding of

theories in relation to how students learn and examine the implications of this for teaching; 3. Articulate academic, professional and personal learning needs with a focus on evaluating their own learning needs; 4. Critically review and reflect on cases of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds.

Class Contact:Tutorial4.0 hrsClasses run for 16 weeks.

Required Reading:Unit Resource BookChurchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2011). 2nd edition. Teaching: Making a difference. Wiley Publishers, Australia.

Assessment:Creative Works, Digital presentation with VLOG, 30%. Practicum, Planning, participating in and reflecting on community placement, 30%. Essay, Case and commentary essay, 40%.

EDC1001 Sociological Orientation to Education

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:This unit is designed both to introduce you to key issues and concepts in the sociology of education and to build the academic reading and writing skills that will enable you to describe and analyse aspects of the social world from competing theoretical perspectives. In this unit you will examine a range of social factors, including socio-economic status, gender and ethnicity, which impact on students' learning and development, on their access to educational opportunities and on their life chances. You will apply the concept of "sociological imagination" in educational contexts, analyse and interpret a range of sociological texts, and investigate the above mentioned social factors through the "lenses" of competing sociological theories. You will compare and contrast a range of responses to the social factors mentioned above, and examine competing ideological orientations to curriculum and teaching and learning practices; and in this context you will investigate the concepts of learning spaces and learning communities. Just as importantly, in this unit you will also develop competencies in various forms of academic writing - including exposition, analysis, comparison and contrast, and argument; these competencies will be developed in a sequenced way through a series of writing tasks, each of which is designed to be progressively more complex and to incorporate skills introduced in the previous task.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify and analyse key themes and problems in the sociology of education and key sociological concepts applied in the field of education; 2. Apply the concept of "sociological imagination" to a range of educational issues; 3. Identify and analyse relationships between ideology, curriculum and pedagogy; 4. Describe and analyse social factors impacting on students' learning and development from contrasting theoretical perspectives; 5. Analyse and critically evaluate two theoretical accounts of the role of education in society and social factors impacting on education.

Class Contact:Tutorial4.0 hrsClasses run for 16 weeks.

Required Reading:A unit reader will be provided for this unit.

Assessment:Portfolio, Written and Oral tasks (including a Report on school placement), 60%. Essay, Argumentative Essay, 40%. Total effective word limit 3000 words.

EDC1002 Literacy and Numeracy A

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:The literacy component of this unit is designed to develop reflective

practice in academic literacy through contextualised academic writing, critical thinking tasks and autonomous study habits. The skills and attitudes development occurs in activities and assignments that scaffold learner self-awareness, collaborative learning and discourse identification and use. The numeracy component introduces the principles of Mathematical understanding and mathematical concepts and processes. The unit takes a praxis inquiry approach to developing academic and personal literacy and mathematics with self-reflection and self-assessment linked to reading, writing and discussion around the key disciplinary concepts in the academic environment and in mathematics in Australian educational contexts. The unit embeds the development of your personal literacies and numeracy, and addresses your skills, knowledge and understandings of the concepts, substance and structure of literacy and numeracy in the Australian curriculum.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Identify and construct academic discourse in written and spoken modes; 2. Use and critique reflective, analytical and critical language with a focus on the technical aspects of academic text construction; 3. Critically reflect on research of how students learn, common conceptions and misconceptions and suggested approaches for teaching mathematics to primary school students; 4. Reflect and critically evaluate a repertoire of learning and teaching strategies relevant to primary mathematics curriculum and develop cross-curricular connections; 5. Elucidate knowledge about and evaluate literacy demands of primary mathematics.

Class Contact:Tutorial5.0 hrsClasses run for 16 weeks.

Required Reading:Seely Flint, A, Kitson, L, Lowe, K & Shaw, K 2014, Literacy in Australia. Pedagogies for Engagement, John Wiley & Sons, Milton, Queensland. Booker, G., Bond, D., Briggs, J., Sparrow, L. & Swan, P. (2014). 5th edn, Teaching Primary Mathematics. French's Forest, NSW: Pearson.

Assessment:Assessment in numeracy and literacy is evidenced separately via project based assignments and through portfolio open book tasks in Maths. In this unit 50% assessment is based on literacy components and 50% assessment is based on numeracy components. A minimum pass grade is required in both literacy and numeracy components separately to achieve an overall pass in this unit. Project, Literacy Artifact collection and analysis, 30%. Journal, Literacy - Written Entries of Literacy language development, 20%. Journal, Numeracy - Digital log of discourse development in numeracy, 20%. Portfolio, Open book tasks in Maths, 30%.

EDC1003 Literacy and Numeracy B

Locations:Footscray Nicholson.

Prerequisites:Nil.

Description:The definition of literacy and numeracy in the Australian curriculum is informed by a social view of literacies including mathematical language to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the Literacy continuum of language, literacy and numeracy. You will learn the pedagogies, practices and principles for literacy teaching and assessing including listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. You will also learn the principles of Mathematical understanding and mathematical concepts and processes The unit takes a praxis inquiry approach to developing literacy and mathematics with enhanced placement experiences linked to readings and reflections and problem solving on the key concepts for literacy and mathematics in Australian educational contexts. The unit embeds the development of your personal literacies and numeracy, and addresses your skills, knowledge and understandings of the

concepts, substance and structure of literacy and numeracy in the Australian curriculum. This unit links with the course intentions of strengthening the connection between theory and practice throughout the course and guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate understanding of the English and Mathematics Curriculum and critically reflect on observations of the learning and teaching of literacy and numeracy across the continuum in the educational contexts;
2. Critically assess current practices for teaching and assessing, including the use of ICT and responsive pedagogies linked to learning strengths of diverse student cohorts;
3. Connect literacy and numeracy to different dimensions of communication and social action in classroom settings;
4. Apply a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy and numeracy education;
5. Elucidate an emerging understanding of the core competencies in numeracy and literacy pedagogies; and
6. Document skills, knowledge and understanding of the English and Mathematical content, substance and structure required for teaching and develop a self-assessment plan to address the ongoing development of their personal literacies and numeracy throughout the course.

Class Contact: Tutorial 5.0 hrs Classes run for 16 weeks.

Required Reading: Seely Flint, A, Kitson, L, Lowe, K & Shaw, K 2014, *Literacy in Australia. Pedagogies for Engagement*, John Wiley & Sons, Milton, Queensland. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2014, 5th edn *Teaching Primary Mathematics*, Pearson, French's Forest NSW. Students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assessment in numeracy and literacy is evidenced separately via case study assignments and through literacy and numeracy review assignments. In this unit 50% assessment is based on literacy components and 50% assessment is based on numeracy components. A minimum pass grade is required in both literacy and numeracy components separately to achieve an overall pass in this unit. Case Study, Literacy - Commentary on your observations of students who successfully engage in literacy and numeracy practices., 20%. Review, Literacy - Prepare a review of the English content knowledge that is required to support the teaching English curriculum in Primary school, 30%. Review, Numeracy - Prepare a review of the Mathematics content knowledge that is required to support teaching of the numeracy curriculum in a Primary school, 30%. Case Study, Numeracy - Presentation on an aspect/topic of numeracy learning and teaching in a class room context, 20%.

EDC1004 Investigating STEM Education

Locations: Footscray Nicholson.

Prerequisites: Nil.

Description: The US National Research Council (NRC) in its 2012 publication entitled 'A Framework for K-12 science education: Practices, cross-cutting concepts, and core ideas' put forward the following overarching goals for science education: The 'framework for K-12 science education is to ensure that by the end of 12th grade, all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside

school; and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology' (NRC, 2012, p. 1). This visionary outlook regarding the role of school science education informs the structure and contents of this unit. The overall aim of the unit is to prepare students to become successful primary science teachers. In doing so, two objectives are set forward. The first is enhancing students' scientific literacy. The second is developing skills and knowledge in teaching primary science confidently. Throughout the unit students will be provided with many opportunities to develop their understanding regarding core scientific ideas, the practices that scientists use in creating knowledge about the world and appreciation of the role of science in everyday life. By participating in hands-on and minds-on teaching pedagogies, students will learn how to apply their acquired knowledge, to teaching Primary Science in effective and engaging ways.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Appreciate the role of science in everyday life;
2. Demonstrate STEM knowledge at appropriate level for teaching primary science;
3. Identify a range of effective pedagogies for teaching primary science;
4. Plan and carry out simple scientific investigations;
5. Continue their development as primary science teachers independently and as life-long learners;
6. Participate in scientific discussions, reason scientifically by applying evidence-based argumentation.

Class Contact: Tutorial 4.0 hrs Classes run for 16 weeks.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Primary teaching assessment, 30%. Portfolio, Core scientific ideas, practices and cross-cutting concepts assessment, 70%. Total effective word limit 3000 words.

EDC2001 Global Leadership 1: the Challenge of 21C Interdependence

Locations: Footscray Park, St Albans.

Prerequisites: Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

Description: Understanding the concept of leadership in the 21C global society is of critical importance in how we influence change and manage future leadership challenges. Students will consider the nature and importance of leadership through historical and contemporary lenses, as well as developing an appreciation of its personal and professional contexts both local and global. Students will consider the challenges and debates that relate to increasing global interdependence and the strengthening connections between diverse personal, social and cultural environments. Students will be guided to understand the concepts of citizenship nationally and internationally, to reflect on the nature of approaches to leadership and their implications. Students will also work collaboratively and be expected to critically reflect on themselves as citizens, as learners and as agents of change.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explore and conceptualise the key dimensions of leadership and citizenship;
2. Relate concepts of leadership and citizenship to historical and contemporary contexts;
3. Identify and analyse issues related to the socially and historically constructed forms of leadership;
4. Apply theories-in-practice to an issue or problem relating to a global or local context;
5. Engage in critical reflections both individually and collaboratively, as learners, citizens and potential leaders in local and global contexts;
6. Effectively communicate complex ideas in oral, written, and visual forms across different presentation contexts and to a range of audiences.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Sarros, J C., (Ed.) (2009) Contemporary perspectives on leadership : focus and meaning for ambiguous times Prahan: Tilde University Press
Assessment:Other, Journal responses to weekly issues, 10%. Other, A concept map that connects the conceptual to historical and contemporary events and approaches, 20%. Presentation, Students present and lead a problem based issue as a Socratic seminar based on reflections and conceptual mapping, 30%. Essay, Cumulative document, drawing on and refining prior work as a synthesis of understanding of an issue or problem relating to a global challenge, 40%. The cumulative assessment tasks in this unit represent a 2000-3000 equivalent word count. .

EDC3001 Global Leadership 3: Organisational Responses to Global Challenges

Locations:Footscray Park, St Albans.

Prerequisites:ADC2002 OR ASP2003 Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description:This unit is designed to facilitate students' understanding and capacity to investigate global challenges and management of change from the global, political and social leadership perspectives of their discipline. Students will engage with relevant theories (for example, activity theory and knowledge transfer and exchange) and apply their disciplinary knowledge and skills in an exploration of global challenge from a leadership standpoint within an organisation of their choice. Organisations will typically have an international focus but may be government or international agencies, non-profit or large corporate businesses. Students may select an organisation relevant to their discipline. This will be a form of work-integrated learning where global and leadership issues can be appreciated through the medium of a chosen organisation.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Review particular global challenges as they relate to a chosen organisation; 2. Work effectively as a member of a team to engage with a chosen global organisation to develop a defined enquiry; 3. Identify theories that explain leaders' processes in the organisational context; 4. Collaboratively develop a portfolio of reflections regarding complex global challenges facing organisational leaders; 5. Evaluate and make recommendations regarding responses by organisation(s) to specific global challenges; 6. Work collaboratively to communicate complex ideas in oral, written, and visual forms across different presentation contexts and to a range of audiences.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Chhokar, J S., Brodbeck, F C., House, R J (2013) Culture and leadership across the world: The GLOBE book of in-depth studies of 25 societies Routledge

Assessment:Other, A reflective piece that connects relevant theories to an authentic example of action (personal or other), 10%. Other, Team-based investigation of an organisation or context and an outline of a global challenge, 30%. Other, Evaluation and recommendations document, 40%. Presentation, Presentation of research, 20%. The cumulative assessment tasks in this unit represent a 3000-4000 equivalent word count.

EDC3002 Global Leadership 4 Capstone: Leading Global Change

Locations:Footscray Park, St Albans.

Prerequisites:EDC3001 - Global Leadership 3: Organisational Responses to Global Challenges Students enrolled in course code ABAB and LBLA must complete at least

24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

Description:The aim of this capstone unit is to provide a culminating project experience for the Global Challenge Leadership minor. Students will integrate the knowledge, skills and understanding that they have developed, and apply these in an authentic "live" context at an international forum-style event. The project will provide an opportunity for students to collaborate with others in a unique interdisciplinary context, while further developing contextual understanding and expertise from a discipline perspective. Students, as leaders, will have the opportunity to debate issues that confront global leaders and use established protocols to draft and present potential actions. They will gain insight into the workings of a multi-lateral forum and the dynamics of international relations by assuming the roles of social, cultural, national or organisational representatives and members of international bodies. Students will develop their ability to collaborate, make critical judgments and negotiate with others who are also motivated and passionate about responding to global challenges.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Undertake detailed research relating to a range of practical policy imperatives viewed from a national and /or organisational context; 2. Use theoretical, practical and contextual knowledge to develop both discipline and trans-discipline responses to a global issue; 3. Collaborate with peers across established disciplines to draft and refine a position paper that addresses a major global challenge; 4. Critique and argue for resolution of global challenges as national or organisational representatives and members of international bodies; 5. Assume leadership roles to effectively negotiate outcomes in a multidisciplinary context at an international forum style event; 6. Effectively and critically communicate complex ideas in oral, written, and visual forms to a range of audiences.

Class Contact:Lecture 1.0 hrTutorial 2.0 hrs

Required Reading:Bouma, GD., & Ling, R., (2004) 5th The research process South Melbourne : Oxford University Press

Assessment:Other, Consultation and field notes, 20%. Other, Policy/position Paper, 40%. Presentation, Forum Participation, 40%. The cumulative assessment tasks in this unit represent a 3000-4000 equivalent word count.

EDI1001 Young People with All Abilities

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study is an introduction to disability, and provides an overview of the history of disability in Australia. The predicated lifespan and opportunities of individuals will be explored and the impact that a disability has on the individual young person, family and community. The students will be introduced to a range of topics including disabilities/impairments that are developmental, acquired, genetic or hereditary. This unit then introduces students to the empowerment models of Person Centred Planning and Active Support when working with young people with diverse abilities. The concepts of access and inclusion will be considered from a youth work perspective. The unit will ask the student to examine their own values and ethics working with young people with diverse abilities. This unit will also deliver a specific public speaking component to empower students to be able to advocate for marginalised young people and to assist them in developing an important skill set in this work.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:
1. Critique the history of disability in Australia; 2. Critically analyse how different

models of disability have impacted the lives of young people with a disability; 3. Articulate the issues and barriers facing young people with disabilities in their daily lives; 4. Evaluate the impact of how personal values and attitudes impact on the life of a young person with diverse abilities. 5. Develop new skills in public speaking to advocate for young people with all abilities.

Class Contact:Tutorial2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by your Lecturer.

Assessment:Report, Research and present on a disability or impairment and present your work to your peers., 30%. Case Study, Complete a behavioural analysis based on a case study provided., 10%. Report, Written report on a Disability Access and Inclusion policy or plan, 60%. Total effective number of words is 3000.

EDI3001 Rights, Advocacy and Discrimination

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit will provide students with an understanding of the current Local, State and Federal Government policy and legislation regarding young people with diverse abilities and their families. Service delivery, advocacy and inter professional collaboration models will be examined in order to analyse the benefits and limitations of the current legal/court system regarding young people. Students will be given the opportunity to critically examine case studies outlining ethical issues around duty of care vs dignity of risk when working with young people who have diverse abilities. Other legal issues such as guardianship and power of attorney, consent and capacity, and justice plans all have significant impacts on a young person's life and the need for youth worker advocacy will be identified.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Understand and critically analyse the benefits and limitations of Local, State and Federal Government policy and human rights legislation regarding young people with diverse abilities and their families; 2. Link strategic thinking in terms of policy with operational action in procedures and youth work practices; 3. Articulate the role of youth work and youth workers and the roles of advocacy within a framework of discrimination and human rights; 4. Identify and collaborate with aligned professional organisations to maximise inclusion opportunities for young people of all abilities; 5. Identify and resolve issues of professional, ethics and discrimination that may arise when working with young people of all abilities within the justice system.

Class Contact:Tutorial2.5 hrs

Required Reading:Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Case Study, Complete a case study outlining the three main concepts of the unit content., 30%. Report, Prepare a local council submission report., 40%. Test, Test based on the unit content., 30%. For students from courses other than youth work, the assessment task will focus on their discipline area eg. Education. Effective total number of words for assessments is 3000.

EDS1001 Critical Contexts in Disability

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit of study is the first core unit undertaken in the Dis/Ability specialisation. In this unit students will be introduced to the origins and meanings of

the terms 'disability', 'dis/ability', 'inclusion', 'impairment' and 'handicap'. Through the adoption of a critical lens students will be asked to evaluate key assumptions and language embodying these assumptions is associated with people with disabilities. Historical, cultural, political and social factors that influence contemporary issues of how people with disability belong in society will also be explored. This unit gives university students an opportunity to also reflect upon and assess their own personal biases related to the nature of disability. They will be required to reflect on their educational experiences with people with disabilities in schools and in the broader community. University students will develop an understanding of the history of the biomedical and social model of disability and how both these and other models shape notions of 'disablement'. Drawing on their personal understanding of disability and inclusive practice in society, students will examine the following key questions. What does it mean to have a disability? What are some critical assumptions made about people with disabilities? What are positive community assumptions made about people with disabilities? How does the social, medical, psychological and political agencies define, confer and construct the life experiences of people with disabilities? Through their connection to professional experiences, students will begin to identify how their own personal biases associated with disability may have unknowingly impacted on their encounters with disabled people.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the origins and meaning of the concepts of impairment, disability, and handicap; 2. Interrogate biomedical, social and other approaches to the 'classification' of disability; 3. Critically analyse their assumptions (negative and positive) made in the community about people with disabilities; and 4. Elucidate their personal notion of 'disAbility'.

Class Contact:Tutorial3.0 hrs

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Slee, R. 2010. The Irregular School Routledge Press Oliver, M & Bames, C, 2012 2 The New Politics of Disablement Macmillan Press

Assessment:Review, Weekly Reading Response for a total of 8 weeks., 20%. Presentation, Group Presentation: In small groups students will be required to present one theoretical paradigm associated with disAbility., 20%. Case Study, Recount a real life story of an individual's journey of learning and achievement., 60%. REVIEW: Individual task: Weekly Reading Response for a total of 8 weeks: - Demonstrates a critical understanding of theories of disability from theoretical and academically appropriate sources- Develops an understanding of how communities and society paradigms position people with disabilities - Begins to identify how personal understandings of disability impacts on the construction of assumptions and beliefs associated with people with disabilities. CASE STUDY: Individual Task: Recount a real life story of an individual's journey of learning and achievement. Drawing on this story students will identify those factors that have impacted on this individual's ability to flourish Minimum effective word limit of 3000 words in total, or equivalent.

EDS1002 Arts and Performance - Addressing Disability

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit will explore the intersection between the Arts and special education. In this unit university students will inquire into the fields of visual art, music, drama, media and dance and how these fields can encourage multiple learning possibilities for learners who have a dis/ability. University students will also experience a range of arts based practices to support their interpersonal and pedagogic knowledge. In addition they will be encouraged to understand how all Arts based approaches to learning within the inclusive spectrum can assist and facilitate in

affective and cognitive advancement. This unit will also promote an understanding of how Arts based practice can promote wellbeing, self-efficacy and agency for students who have physical and cognitive challenges. University students will utilize practical approaches that engage the Arts to develop opportunities for learning that is based on expressive and performance modalities. This unit will also provide university students with an introduction to AUSLAN. Knowledge of AUSLAN will assist university students to use diverse modes of communication when negotiating arts-based practices. University students learning AUSLAN will use Arts education as a basis for consolidating their sign language skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explore arts based pedagogies to facilitate learning opportunities for individuals with dis/abilities; 2. Assess theoretical debates linked to the Arts, dis/ability and learning; 3. Critically review and engage in concepts of disability, inclusion through an Arts-based learning and; 4. Establish alternative communication skills using AUSLAN.

Class Contact: Tutorial 3.0 hrs

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Arnold, A. (1999). School leadership, the arts, and special education. In A. L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* Reston, VA: National Art Education Association. Eubanks, P. (1999). Art as a visual language that supports verbal development. In A. L. Nyman & A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* Reston, VA: National Art Education Association. Cummings, K. L. (2006). A journey of change. In P. Duncum (Ed.), *Visual culture in the art class: Case studies* Reston, VA: National Art Education Association. Johnston T, Schembri A. (2015) *Australian Sign Language (Auslan) An Introduction To Sign Language Linguistics* Cambridge, UK: Cambridge University Press.

Assessment: Creative Works, Art work product., 50%. Review, Written Reflection on the trialling of the arts based product., 25%. Test, AUSLAN Test, 25%. Creative Works: Art work product - To create an art work product that is designed for students with sensory and cognitive challenges; - To reflect upon the process of art making as a vehicle for creating learner agency; and - To critique pedagogies of inclusion using and Arts based lens. Review: Written Reflection on the trialling of the arts based product. - Reflect upon the impact of their creative art work product on learning opportunities for individuals with a dis/ability. AUSLAN Test: . Assessment of basic communication skills in AUSLAN Minimum effective word limit of 3000 words in total, or equivalent.

EDS2003 Social Justice and Catering for Diversity

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit of study is the third core unit undertaken in the Inclusive Education specialisation. It further develops the themes introduced in Critical Contexts in Dis/Ability. Social justice and inclusion are important themes that underpin the Dis/Ability Studies Specialization stream. This unit of study will provide students with an opportunity to examine disability and inclusion in educational settings through a social justice lens. Students will also inquire into teaching and learning strategies that can assist in catering for learner diversity. In this unit students will engage with a key set of questions that include: What is my personal philosophy of social justice? What are the conditions for equity and social justice in educational contexts? How do teachers establish safe learning and teaching environments? What is the connection between theory and practice when reflecting upon those factors that facilitate a socially just learning classroom climate? The use of socially just language,

assessment and pedagogical practices that cater for diverse learning needs will also be closely examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically evaluate concepts of social justice, dis/ability and inclusive practice and how they relate to educational settings; 2. Analyse and interpret effective teaching and learning strategies when working with children with a disability; 3. Synthesise knowledge of how teachers create safe and supportive learning environments; and 4. Investigate the incidence of exclusionary language and its impact on students with a disability, and promote the use of socially inclusive language.

Class Contact: Tutorial 3.0 hrs

Required Reading: Students will be provided with an up-to-date reading list via the VU Collaborate system. Slee, R. 2011 *The Irregular School: Exclusion, Schooling and Inclusive Education* Routledge Press Oliver, M. 1990 *The Politics of Disablement*, Macmillan Press

Assessment: Presentation, Students to present their personal philosophy statement tied to their understanding of social justice., 50%. Assignment, Draw on the individual stories and collaborative activities to write a personal reflection on socially just teaching and learning strategies, 50%. Presentation: Students will bring in one artefact from an organisation that represents either inclusion or exclusion in an organisational setting. Students will apply critical thinking skills to examining how organisational structures or organisational ideologies cater for learner diversity. Students share the questions raised by their peers as a basis for the development of further questions in the unit. Students will further expand on their personal philosophy of social justice and inclusion at the end of this session. Students will provide a 1000 word summary document of the presentation. Assignment: Draw on the individual stories and collaborative activities to write a personal reflection on what you have learned about dis/ability and inclusion from a social justice lens and how are you changing Minimum effective word limit of 3000 words in total, or equivalent.

EDS2004 Professional Partnerships With Families

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit university students will be introduced to the nature of complex communication requirements associated with families who have a child with a dis/ability. University students will explore a range of student support services and communication models offered by schools and community organizations that intend to support the needs of families who have a child with a dis/ability. University students will also develop knowledge of the development of Individual Learning Plans (ILPs) that assist parents and allied professionals to work in collaborative communicative spaces. Professional Partnerships that build positive relationships, community connectedness and that maximize positive experiences of learning will be examined and critiqued. This unit will also provide university students with knowledge of the role of integration aides in special education and mainstream classroom settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Inquire into the concept of families and the value of a social ecological model in relation to how families deal with dis/ability; 2. Articulate an understanding of communication protocols between families and school systems that support the needs of families who have a child with a disability; 3. Critique and inquire into how professional partnerships involving support services, including integration aides,

support families who have a child with a dis/ability; and 4. Investigate the development of Individual Learning Plans (ILPs) and their role in supporting students and their families in disability contexts.

Required Reading:Students will be provided with an up-to-date reading list via the VU Collaborate system.Ronda C. Talley, 2012 Multiple Dimensions of Caregiving and Disability: Research, Practice, Policy Springer New York

Assessment:Literature Review, Review on Professional Partnerships in connection to Families who have a child with a dis/ability., 40%. Case Study, Develop a case study., 60%. Case study: Develop a Case study that: - Explores one family's experience with a child with a disability - Describe and critique a range of professional partnerships that are offered to this family - Embed a social ecological model in the analysis of the effectiveness of professional partnerships between key stakeholder Minimum effective word limit of 3000 words in total, or equivalent.

EDS3005 Assessing and Reporting On Students With Diverse Abilities

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit university students will examine past and current assessment and reporting standards for individuals with diverse abilities. They will investigate educational theories of learning as well as evaluative practices for assessing learning. Consideration will be given to how teachers and professional staff use formal and informal assessments tasks to cater for the needs of learners from diverse backgrounds, including students who are 'gifted'. Assessment and reporting tools commonly used in educational settings that are aligned with early intervention will also be explored. Historical approaches to assessment and 'testing' of children with special needs will be critiqued. This unit will also investigate how teachers use diagnostic, formative and summative assessment tools and how they report on the personal, social, psychological and physical needs of learners with diverse abilities.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critically analyse diagnostic, formative and summative assessment tasks that are used by teachers and professional teams to report on the learning outcomes of students with diverse abilities; 2. Explore and document assessment methods including standardized tests, student work samples and teacher observation tools and their impact on learners; 3. Evaluate how teachers and professional staff make reasonable adjustments on assessment tasks to accommodate the specialised needs of individuals who have a disability; and 4. Create an innovative assessment strategy that is evaluated by mentor teachers and/or professional school staff.

Required Reading:Students will be provided with an up to date reading list via the VU Collaborate system

Assessment:Report, Applied school inquiry report: Trialling an assessment approach and its impact on a student/s with a disability, 50%. Case Study, Case and Commentary., 50%. CASE STUDY: Individual Task: Case and Commentary. Students will: - Explore a key incident related to assessment and reporting that was experienced - Critique assessment strategies used in this key incident in an attempt to develop new understandings - Illustrate an understanding of the history of 'testing' by considering 'past' assessment protocols and how these still impact on the reporting process - Make connections between practice, research and learning theories - Evaluate the impact of assessment tasks on an individual's social, physical, mental and academic wellbeing - Establish knowledge of the connection between assessment tasks and learner motivation Minimum effective word limit of 3000 words in total, or equivalent.

EDT1001 The Second Language Curriculum and Assessment

Locations:Footscray Park.

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Prerequisites:Nil.

Description:This unit will enable you to develop understanding of the development, implementation and evaluation of the TEAL curriculum. It will include the origins of second language curriculum development, curriculum development, needs analysis, overall aims and learning outcomes. It also covers course planning and syllabus design, the role and design of instructional materials, student assessment and program evaluation. This unit will address teaching approaches, resources and materials, and assessment and evaluation as well as considering the challenges and issues in 21st century TEAL education. The scope of the unit includes the development of your ability to work with students, in a range of settings, on their key investigative, communication and TEAL skills and understandings. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and articulate the underlying principles of the second language curriculum and assessment practices;
2. Appraise and reflect on key theoretical and practical issues and debates around contemporary TESOL curriculum design and assessment, together with the guidelines, procedures available to support their implementation taking into consideration recent relevant research in the area;
3. Design, trial and assess a second language curriculum framework for a specific audience and context;
- and 4. Critically analyse the purposes of evaluating curriculum change.

Class Contact:Tutorial3.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.Richards, J. 2001. Curriculum development in language teaching: England: Cambridge University Press

Assessment:Presentation, Group presentation and discussion., 35%. Assignment, Design an ESL syllabus covering a period of 12 weeks., 65%. Minimum effective word limit of 3000 words in total, or equivalent.

EDT1002 Grammar and Linguistics for Language Teachers

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit aims to help you develop better understanding of the grammar and linguistics needed to effectively teach English. The unit introduces you to discourse level features of language, and functional and descriptive grammars. It also covers such areas as word classes, tense and aspects of various sentence structures. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse, appraise and reflect on theories of language construction from a linguistic perspective including descriptive grammar and systematic functional grammar;
2. Articulate the foundations of discourse analysis;
3. Adapt appropriate meta language to discuss the linguistic features of a range of texts (oral and written); and
4. Apply this knowledge in language teaching and learning practice.

Class Contact:Tutorial3.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.Brown, H. Douglas. (2007b) (or earlier editions).

Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall.

Assessment: Presentation, Individual presentation of an article and discussion., 45%. Portfolio, Create an annotated portfolio., 55%. Portfolio Create an annotated portfolio to support your teaching of grammar in the senior secondary school. Justify the inclusions of resources which can be used both in class and independently by learners and their parents in the light of sustainability, ethical, egalitarian and/or curricular considerations. Minimum effective word limit of 3000 words in total, or equivalent.

EDT2001 Second Language Literacies

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit you will explore the development of literacy skills by second language learners. The nature of literacy and language practices associated with written language in different target languages will be considered. Issues faced by second language learners in learning to read and write effectively in a second language, and the ways in which teachers can assist the development of second language literacy will be explored. This unit provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. The relationship among theory, method and appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to: 1. Abstract the key theoretical frameworks related to the teaching of literacy skills in the 21st century; 2. Analyse the variety of literacy settings and learner groups; 3. Investigate and critically reflect on the relationship between current literacy theories and methods; and 4. Articulate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

Class Contact: Tutorial 3.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Lonsdale, M & McCurry, D. 2004, Literacy in the new millennium, Adelaide, National Centre for Vocational Education Research

Assessment: Essay, This assessment will take the form of an academic essay, in the essay you are required to respond to the question 'What is literacy?', 45%. Project, Design a manageable unit of literacy focused work for a specific group of learners., 55%. Project: This assessment builds on the work you have done in the first assessment piece. Using the theory you outlined in the first piece design a manageable unit of literacy focused work for a specific group of learners, in a specific setting, using a specific curriculum framework. You must give a profile of the learners, the objectives of the work and a rationale in terms of methods and

thematic content. You also need to give details of the way in which activities will be balanced and what the implications for formative assessment are. While the aforementioned contextualising factors must be considered and accounted for, the focus of the assessment is on the way in which you clearly link the relationship between theory and practice. A real context should be used, for example: - Your workplace, - Voluntary work you do, or - Your own community connections (partner, friends, family, children). Minimum effective word limit of 3000 words in total, or equivalent.

EDT2002 Teaching English as An Additional Language in Bilingual and Multicultural Settings

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on teaching in bilingual and multilingual and multicultural settings. You will investigate the cognitive, cultural, psycholinguistic and social issues involved in bilingualism and multilingualism in senior secondary school. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit and implement knowledge of key concepts of the English language and the learning of English including formal systems, spoken and written discourse, language and social context, and bi/multilingual language and literacy development;
2. Critically review and evaluate current research on the language learning phases and special needs of a multilingual and multicultural student;
3. Analysing and assessing the linguistic and communicative requirement of teaching in a multilingual and multicultural classroom;
4. Interpret and articulate special features of instructing, guiding and assessing students in heterogeneous classroom; and
5. Initiate ESL students' evaluations of their own strengths and weaknesses as a second language learner.

Class Contact: Tutorial 3.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Baker, C. 2011, Foundations of Bilingual Education and Bilingualism, Multilingual Matters

Assessment: Presentation, Presentation Individual presentation of an article and discussion., 30%. Portfolio, A formal written research report., 70%. A formal written research report is an opportunity to develop university students' own research and communicative skills undertaking in-depth field research on one of the topics of the course. Minimum effective word limit of 3000 words in total, or equivalent.

EEC1101 Personal and Professional Learning

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: In this unit you are introduced to the concept of personal and professional learning and you will question, investigate and actively reflect on your learning experiences. In addition you will theorise your own and others' learning experiences in the light of your study of contemporary learning theories. You are encouraged to connect your own experiences with recent developments in education, and within a global context, and ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? You will engage in blended learning activities designed to stimulate

descriptions of, and reflection on, how to successfully engage in academic writing for university settings. You will also learn about referencing conventions and will familiarise yourselves with library resources. You will begin to orientate yourselves to the Australian Professional Standards for Initial Teacher Education and evaluate the skills and understanding you will develop as you move towards achieving the Australian graduate standards. Finally you will evaluate your own literacy and numeracy skills, knowledge and understandings and commence planning to address your learning in these areas. This unit links to the course intention of strengthening the connection between theory and practice and the course learning outcomes of demonstrating awareness of a range of theoretical approaches. This unit develops contextual understandings of contemporary life in a global community and fosters collaboration between students and their colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge and understanding of research in relation to how students learn and examine the implication of this for teaching;
2. Articulate the professional and personal learning needs required for the teaching profession, with a focus on evaluating their own literacy and numeracy learning needs; and
3. Critically review relevant reading and research to identify the needs of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2016). 3rd edition Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Two reading reflections collected during tutorial sessions, 30%. Creative Works, Digital movie about effective personal and professional learning, learning styles and experience., 25%. Report, Digital case and commentary, 45%. Hurdle task: Satisfactory completion of year 1 Community Based Journal mentor report. Effective word limit of 3000 words in total, or equivalent.

EEC1102 Orientation to Education and Human Development

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit provides you with an introduction to the theories that inform 21st century education and examines aspects of human development relevant to school students' during the compulsory years of schooling. Factors that influence school students are also discussed. The focus will be on the social, emotional, physical and intellectual growth of students and you will explore the conditions that contribute to student learning and examine the roles of learning spaces and learning communities. You will investigate differences between learners and consider the implications of these differences for their teaching. Professional, ethical and legislative frameworks that contribute to the establishment of young people's wellbeing and development will also be included. This unit connects with the course intention of including outcomes that focus on the development and performance of students in schools, with an emphasis on effectively assessing, reporting and providing feedback to school students. The content of this unit also connects with the course learning outcomes of demonstrating awareness of a range of learning theories, developing contextual understandings of contemporary life in a global community and collaborating with students and colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review relevant research literature on human development, particularly through the years of schooling, and examine the contributions of learning spaces and learning communities;
2. Analyse how institutional rules and professional ethics impact on learning communities and human development on a personal and professional level;
3. Examine and articulate the factors that impact on young people's learning; and
4. Develop an understanding of the demands for literacy and numeracy in education.

Class Contact: Seminar 2.5 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A.M., Letts, W., & Vick, M., (2016) 3rd ed. Teaching: Making a Difference, Australia/Wiley

Assessment: Presentation, Description of an organisation whose work relates to the social, emotional, physical and/or cognitive development of young people, 30%. Literature Review, Policy/website assessment: Critique one educational organisation's policy to examine its relationship to theories of human development, 20%. Portfolio, Electronic Resource Kit, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1103 ICT in Education for the 21st Century

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: Digital technologies are ubiquitous in media, government, commerce and education. Teachers need to be knowledgeable and critical users and creators of digital technologies as they engage school students in learning. This unit introduces you to a range of digital technologies currently in use in education, discusses critically the ways such technologies can enhance learning, and examines in detail the limitations of Information and Communication Technologies (ICT). It focuses on the role of the digital world for students and emphasises the critical knowledge and skills necessary for safe, responsible and ethical use of ICTs in learning and teaching. This unit links with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. It also ensures that graduate teachers are aware of the responsible and ethical use of digital information, that they understand the underlying social and pedagogical implications of ICT and that they are able to select and use digital technologies to enhance their teaching and learning. This unit also connects with the course learning outcome of displaying competence and sophistication in a range of oral and written communication techniques, including in the use of ICTs, to engage and connect with students, their parents/carers and the wider community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Explain, explore and theorise the ways students learn through ICTs in the classroom, including developing awareness of technology enabled learning for disability education;
2. Investigate and analyse issues of safety, ethics and responsibility when using ICTs in classrooms;
3. Employ a range of ICTs to create digital artefacts that engage and enhance learning;
4. Engage in reflections, both individually and collaboratively, on the uses of ICTs in learning environments and in the wider world; and
5. Demonstrate an understanding of the literacy and numeracy demands of ICT.

Class Contact: Seminar 2.5 hrs

Required Reading: Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A.

M., Letts, W., & Vick, M. (2016) 3rd Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Write and illustrate a Digital Timeline that maps the individual's technological milestones as well as connections to wider technological developments, 10%. Portfolio, Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and their impact on learning., 40%. Creative Works, Create a digital artefact (e.g. movie, animations, digital story telling resource, game, interlinked on-line environment, app, series of art works)., 50%. Portfolio: Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT and digital literacies, and that also demonstrates an understanding of appropriate sources for on-going professional teacher development. The ePortfolio needs to analyse issues of safety, ethics and responsibility and their impact on learning when using ICTs in classrooms. Effective word limit of 3000 words in total, or equivalent.

EEC1104 Healthy, Active Individuals and Communities

Locations: Footscray Nicholson, Footscray Park.

Prerequisites: Nil.

Description: This unit provides you with pedagogical content knowledge for teaching Health and Physical Education in the primary school, and facilitates the development of health literacy skills and knowledge required to make classrooms, schools, and communities healthy, safe and active places. The content will focus on understanding the current curriculum for Health and Physical Education in primary schools, and how this might be enacted in schools and classrooms, as well as exploring whole-school approaches for promoting health and wellbeing. A series of individual, small group and whole group activities will assist university students to build confidence in developing positive learning environments for teaching Health and Physical Education. You will develop skills and knowledge to engage in critical inquiry and determine how best to support and facilitate children's learning in this area, to enhance your own and others' health and activity practices, and to recognise and respect the social values and identities of individuals from diverse social and cultural contexts. Aspects of this unit will focus specifically on ensuring that young people are safe at school, and in the community. This unit links with the course intentions of including outcomes that focus on the development and performance of students in schools, with an emphasis on effectively assessing, reporting and providing feedback to school students, additionally, guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcomes of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context, as well as building competency in planning, structuring and implementing learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Review and critique approaches to develop the health literacy of the children in primary schools;
2. Interpret and implement the Health & Physical Education and Personal & Social Capability curriculum (F to Year 6) and its associated teaching and learning principles, procedures and resources;
3. Design curriculum activities for Health & Physical Education that draw on a range of teaching strategies to cater for the diversity of young people's interests and capabilities;
4. Collaboratively

examine frameworks for whole school health promotion from a range of sources;

5. Appraise community-based approaches to health and wellbeing and potential partnerships between schools and the community; and
6. Articulate the literacy and numeracy demands of health education.

Class Contact: Seminar 2.5 hrs

Required Reading: Callcott D, Miller J and Wilson-Gahan S. 2015 2nd Health and physical education. preparing educators for the future. Cambridge : Cambridge University Press.

Assessment: Report, Develop a plan for a whole-school approach to health promotion that links to community programs and resources., 30%. Presentation, University students will utilise a range of pedagogies to engage in micro-teaching of movement skills to students., 40%. Portfolio, Weekly evaluations of personal and professional learning with respect to dimensions of Physical Education, Health and Wellbeing Education., 30%. Effective word limit of 3000 words in total, or equivalent.

EEC1105 Reconciling Australian Humanities Education

Locations: Footscray Nicholson, Footscray Park, St Abans.

Prerequisites: Nil.

Description: The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in compulsory schooling through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in teaching across the curriculum in primary schools, as well as to develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islanders students in primary schools. This unit will increase your awareness of relevant international, national and local jurisdictional educational priorities and policies that impact upon Aboriginal and Torres Strait Islander students' education and the support that is available. This unit connects with the course intentions of ensuring that Aboriginal and Torres Strait Islander cultures and histories are acknowledged and understood, that teaching strategies addressing the learning needs of Aboriginal and Torres Strait Islanders are included, and making certain that graduate teachers are aware of priorities, policies and resources available for supporting Aboriginal and Torres Strait Islander education. This unit also connects with the course learning outcomes of articulating and embodying the ideologies of socially just education through awareness, inclusion, equity and access, as well as critically applying knowledge of educational issues to improve classroom practice in primary and secondary classrooms and strengthening students' relations with their local community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate traditional views of Humanities in order to understand Aboriginal and Torres Strait Islander perspectives;
2. Explain the professional complexities in including Indigenous perspectives when teaching primary and middle school students and articulate a standpoint of practice that negotiates these complexities;
3. Review curriculum materials and resources in order to identify approaches and

strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society; and 4. Develop an understanding of the literacy and numeracy demands of education in the Humanities.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Price, K. (Ed.). (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.

Assessment:Review, Summarise state and national curriculum agendas to produce a professional Humanities teaching statement., 20%. Project, Plan of action for the inclusion of Aboriginal and Torres Strait Islander perspectives in learning and teaching, 30%. Essay, Integration of Aboriginal and Torres Strait Islander perspectives across the curriculum and strategies to include students in primary school, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1106 Teaching Primary Mathematics 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on mathematical content knowledge for teaching, pedagogical content knowledge, and the development of your confidence, creativity, and communication skills for teaching mathematics to primary school children. You will reflect on your own experiences of learning mathematics, assess your understanding of the mathematics needed to teach primary school students and develop an inquiry plan designed to extend your skills, knowledge and understanding of mathematical concepts. The mathematical content focus in this unit is measurement and geometry, statistics and probability. You will assess and develop your own skills, knowledge and understandings of the concepts in measurement, geometry, statistics and probability. You will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts as you extend your knowledge for mathematics teaching. You will also investigate the curriculum and strategies for teaching these topics to primary school children. This will involve consulting research on effective approaches for teaching, examining teaching sequences and real world contexts, as well as exploring effective mathematical models and approaches for developing deep and connected mathematical understandings. This unit connects with the course intentions of: strengthening the connection between theory and practice; ensuring that graduate teachers have deep and developing connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum in mathematics; and integrating a focus on science, technology, engineering and mathematics (STEM). This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Review the research on how students learn, common conceptions and misconceptions and suggested approaches for teaching measurement and geometry, statistics and probability to primary school students;
2. Create a repertoire of learning, teaching and assessment strategies relevant to the measurement and geometry, statistics and probability curriculum and develop cross curricular connections;
3. Evaluate their own experience of learning mathematics, apply tools of audit and the Curriculum to assess and then extend their understanding of measurement, geometry, statistics and probability content required for teaching in

primary schools; 4. Demonstrate an understanding of the literacy demands of primary mathematics.

Class Contact:Tutorial 2.5 hrs

Required Reading:Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P (2014). 5th edn *Teaching primary mathematics* French's Forest NSW: Pearson Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Review, Review of the curriculum, teaching sequences, common misconceptions and recommended approaches for teaching an aspect of Measurement., 25%. Report, Report on the implementation of high quality mathematical activities, 35%. Laboratory Work, Complete open book tasks on mathematical content knowledge., 40%. Effective word limit of 3000 words in total, or equivalent.

EEC1107 Educating for STEM

Locations:Footscray Park.

Prerequisites:Nil.

Description:The importance of alternative energy resources, global warming, loss of species through land clearing and degradation, expansion of space exploration and other sensitive science-based controversies has created a demand for a more scientifically literate society. Further, there is an increasing demand for students to understand, engage, and excel in Science, Technology, Engineering and Mathematics (STEM) to enable them to become scientists and mathematicians. In this unit, and through a series of STEM based activities and readings, you will develop your understanding of the importance of STEM for your personal development and for your future students' requirements. The range of STEM experiences in this unit have been designed to: develop your awareness and basic understanding of range of science based topics, and facilitate the development of your inquiry skills through STEM aspects in social contexts You will participate in discussions that will investigate both the enabling and disabling aspects for student engagement in STEM related areas and, through a range of in-class activities, challenge and develop your creative STEM skills and enhance and consolidate your collaborative group work skills. This will include working together to research, solve problems, complete challenges and enhance team communication. There will also be an opportunity to visit some STEM sites that provide alternative STEM-based learning environments.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate the meaning and importance of STEM with particular focus on how this area relates to themselves and the environment around them;
2. Describe, explore and evaluate a range of STEM concepts;
3. Plan and carry out simple scientific investigations;
4. Begin to understand the STEM discourse.

Class Contact:Seminar 2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Assignment, Completion of Mathematics Trail., 20%. Presentation, Students will present on a STEM-based interest, and participate in class discussions., 30%. Journal, Students will document weekly learning through contributing to their e-Portfolio (includes experiments and challenges). Hurdle task, 0%. Presentation, With teacher consultation, students will select one aspect in the e-Portfolio to develop and present as a major piece, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC1108 Literacy Across the Continuum 1

Locations:Footscray Park.

Prerequisites:Nil.

Description: The definition of literacy in the Australian curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the Literacy continuum of language, literature and literacy. You will learn the pedagogies, practices and principles for teaching and assessing listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. The unit takes a praxis inquiry approach to developing literacy with enhanced placement experiences linked to readings and reflections on the key concepts for literacy in Australian classrooms. The unit embeds the development of your personal literacies, and addresses your skills, knowledge and understandings of the concepts, substance and structure of English. This unit links with the course intentions of strengthening the connection between theory and practice throughout the course and guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate understanding of the literacy curriculum and critically reflect on observations of the learning and teaching of literacy across the continuum in the primary curriculum;
2. Assess current practices for teaching and assessing literacy, including the use of ICT and responsive pedagogies linked to learning strengths of diverse student cohorts;
3. Explain how literacy relates to different dimensions of communication and social action in classroom settings;
4. Analyse and assess diverse issues and contrasting beliefs relating to literacy education;
5. Articulate an emerging understanding of the core competencies in language and literacy pedagogies; and
6. Review skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching English in primary school and develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs The one-hour lecture and two-hour tutorial run for the five weeks of face-to-face classes that are held at university. In addition there are seven weeks in a school setting which are comprised of two hours of classroom observation and a one hour tutorial.

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2014). *Literacy in Australia. Pedagogies for Engagement*. Milton, Queensland: John Wiley & Sons. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Reflection on personal literacy in the context of literacy education, 15%. Case Study, Commentary on your observations of students who successfully engage in literacy practices., 35%. Review, Prepare a review of the English content knowledge that is required to support the teaching of the English curriculum in the Primary school, 50%. Effective word limit of 3000 words in total, or equivalent.

EEC2101 Engaging Students: High Expectations for All

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit is designed to develop university students' skills, knowledge and understanding of how to create and maintain learning environments that are

responsive to the learning, emotional and social needs of students with differing interests, abilities and backgrounds across the spectrum from foundation to year 12. You will examine approaches for differentiating teaching to meet the specific learning needs of students across the full range of abilities, including those who are gifted and those with disabilities. You will also investigate teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. In this unit you will use a praxis inquiry protocol to engage in reflection and generate questions about teaching and learners in relation to the establishment of classroom environments that are supportive of the development of all students. You will ask questions such as 'what are the conditions that support all students in becoming active learners?' and 'how might I adapt my teaching style for learners with different needs and backgrounds?' You will research, reflect on and observe and the processes by which teachers build a secure and inclusive classroom environment and explore the approaches that support student learning during the practicum. You will document your developing understanding of teaching practices and the impact they have on students and their learning discriminating between the differing approaches required for students with differing needs and backgrounds. You will use descriptive records to generate personal, school-based, theoretical and sociocultural explanations. You will explore programs, resources and policy documents, which enable and support teachers to develop practices that cater to the specific, but differing learning needs of students so that all can participate fully within the classroom and school. This exploration will include a focus on the legislative requirements and the teaching practices that support the participation and learning of students with a disability. This unit builds on your primary school professional experiences and supports you to articulate and reflect on important questions regarding the impact of teachers' work. In particular you will reflect on students' experiences of, and learning in, primary schools by investigating personal, school-based, theoretical and socio-cultural explanations of your experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. You will plan lessons and lesson sequences which demonstrate your knowledge and understanding of the content needed for differentiation and inclusive learning. These lessons will illustrate a variety of teaching and learning strategies that will enable all students to achieve their personal learning, social and emotional goals. This is a praxis inquiry unit in which you undertake professional experience in a primary school and have the opportunity to develop and trial a range of teaching strategies. For example you will use both verbal and non-verbal communication strategies to support student engagement. You will seek and apply constructive feedback from your teachers in order to improve your teaching practice. This unit links to the course intentions of strengthening the connection between theory and practice, and demonstrating that graduates have the knowledge, teaching strategies and the understanding of priorities, policies and resources for effective classroom management. This unit also connects with the course learning outcome of collaborating with students and colleagues to promote the following principles; sustainability, ethical conduct, and political and economic freedom.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop knowledge and understanding of how a child's development, background, well-being and mental health influences their learning and behaviour;
2. Document the use of a range of approaches including verbal and non-verbal approaches in order to create effective learning environments which takes into account a diverse range of interests, abilities and disabilities;
3. Explore approaches to the documentation of lesson and curriculum planning which facilitate a positive classroom climate that supports and encourages all students to achieve at

their optimal level; 4. Plan, implement, assess and evaluate lessons which differentiate between the learning need and interests needs of students who are of different abilities, including catering for gifted students and those with disabilities, as well as those who come from diverse linguistic, cultural, religious and socioeconomic backgrounds; 5. Identify practical approaches to use in managing challenging behaviour which includes physical and emotional bullying; and 6. Articulate contextual understandings of contemporary life in the school and wider community including ethical conduct, and legislative requirements that take into account the rights of all.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S., Ewing, R & Le Comu, R (2006). Teaching: challenges & dilemmas South Melbourne, Vic, Thomson.

Assessment:Portfolio, Investigate a strategy or strategies that you have observed in your primary placement which create supportive and safe learning environments., 50%. Review, Critically reflect on the student welfare/discipline approaches to classroom and student management, which have been adopted by your mentor and school, 50%. Portfolio: Using the Praxis Inquiry protocol, report on a particular strategy or strategies that you have observed and trialled in your primary placement which create and maintain supportive and safe learning environments as well as those which support and encourage all students to achieve at their optimal level. Review: Critically reflect on the student welfare/discipline policies and/or approaches to classroom and student management, as well as the application of legislative policies for students with a disability which have been applied by your mentor and school. Discuss the evidence which supports these policies/approaches. Hurdle tasks: Satisfactory completion of year 2 Applied Curriculum Project Plan and satisfactory year 2 Project Partnerships Mid-Practicum Progress Report. Effective word limit of 3000 words in total, or equivalent.

EEC2102 Teaching Primary Mathematics 2

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit focuses on mathematical knowledge for teaching and pedagogical content and will also develop your confidence, creativity, and communication skills for teaching mathematics to primary school children. The content focus in this unit is number and algebra and further develops your skills, knowledge and understandings of the concepts and connections in mathematical content for teaching the number and algebra strand. You will engage in mathematical problem solving including rich tasks, open questions and cross curricular contexts as you develop your knowledge of the content for mathematics teaching. You will develop practices and strategies used by primary teachers to enhance student learning in understanding number, additive, multiplicative, relational and proportional thinking, as well as exploring the patterns of algebra. You will develop understanding, fluency, problem solving and reasoning skills and consider pedagogical approaches enabling primary students to develop proficiency in these areas. This unit will incorporate the development and trialling of strategies for planning, implementing and evaluating a 4 or 5 lesson sequence in a primary school.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Analyse the curriculum and review and explain approaches for teaching number and algebra to primary and middle school students; 2. Investigate and develop a repertoire of learning and teaching strategies relevant to the number and algebra curriculum and develop cross curricular connections; 3. Assess students and subsequently plan, apply and evaluate a sequence of lessons that cater for the

individual needs of the primary students in the group, 4. Discuss the mathematical content knowledge required for teaching number and algebra in primary and middle school; and 5. Articulate the demands for literacy in learning mathematics.

Class Contact:Tutorial 2.5 hrs

Required Reading:Links to relevant texts will be provided on VU Collaborate Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P (2014). 5th Edition Teaching Primary Mathematics French's Forest NSW: Pearson

Assessment:Assignment, Plan a multi-lesson unit of small-group teaching in a primary school setting, 25%. Presentation, Present a lesson and peer review others' presentations., 35%. Laboratory Work, Open book tasks on Mathematical content knowledge of number and algebra., 40%. Effective word limit of 3000 words in total, or equivalent.

EEC2103 Teaching Primary Science

Locations:Footscray Park.

Prerequisites:Nil.

Description:This unit emphasises teaching primary science within the context of socio-scientific issues. University students will become aware of the importance of science in their every-day life developing an understanding of the concepts, substance, safety and structure of scientific inquiry. They will develop capacity to collaboratively design education units in which primary students engage with the science of the world surrounding them. These units integrate the teaching of basic science concepts with appropriate science education pedagogies, with the aim of cultivating young children's natural sense of curiosity and awe. These pedagogies include inquiry based learning, conceptual representations, authentic-experiential learning and other appropriate pedagogies. They will also explore a range of resources and evaluate their appropriateness for the teaching of primary science. The unit connects with their primary school professional experience and utilises feedback from both colleagues and supervisor to enhance and improve teaching practice and to articulate and reflect on important questions regarding the impact of science teaching on students' experiences of, and learning in, primary school. This unit connects with the course intentions of strengthening the connection between theory and practice, and guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. This unit also connects with the course learning outcomes of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly evolving global context. In addition this course aims to build confidence in planning, structuring and implementing learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics. It also integrates a focus on science, technology, engineering and mathematics (STEM) and developing abilities, to work in partnership with schools, and to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Articulate basic scientific concepts;
2. Critically investigate and evaluate science education pedagogies and resources;
3. Engage with colleagues to collaboratively plan, design and improve the efficiency of primary science learning units that correspond to student learning needs and interests;
4. Use Information and Communication Technologies that support the teaching and learning of science; and
5. Begin to understand the literacy and numeracy demands of teaching and learning science.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Skamp, K.R. (Ed.) (2004). 2nd ed. Teaching Primary science constructively Melbourne: Thomson Learning

Assessment: Portfolio, Develop a portfolio of science in every-day life., 50%. Assignment, Design a unit of work that includes effective use of Information and Communication Technologies, 50%. Hurdle tasks: Satisfactory completion of year 2 Applied Curriculum Project Report and satisfactory year 2 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

EEC2104 Creativity and the Arts

Locations: Footscray Park, St Albans.

Prerequisites: Nil.

Description: This unit introduces you to Arts education and the practice of teaching with and through creative approaches in primary education. These approaches include an introduction to curriculum, planning, pedagogies and assessment that promote effective learning and teaching of the Arts, with a focus on the areas of music, drama, dance, visual arts design, technology and media. You will also consider how these Arts areas can productively intersect with other curriculum areas. Students will explore meaningful self-expression and communication through the Arts through a range of creative approaches.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Adapt understanding of how children learn in diverse ways in the Arts (visual arts, drama, dance, computer mediated art, design, technology, music and performance);
2. Articulate the Arts and Technology curricula in relation to teaching and learning in primary schools including awareness of the relevant guidelines, assessment, procedures and resources that support differentiated teaching strategies;
3. Plan, design, resource (including ICT), teach and evaluate lessons that engage and challenge students, foster their creativity and imagination in learning in the Arts, design and technology, and in connecting with and deepening understandings in other curriculum areas;
4. Exemplify diverse ways of knowing in areas of artistic expression, and how participation in the Arts (including the creation of an arts-rich learning environment) can engage a diverse range of student needs in learning; and
5. Examine literacy and numeracy demands in Arts education.

Class Contact: Tutorial 2.5 hrs

Required Reading: Recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate) Roy, Baker & Hamilton/2015 2nd Teaching the Arts: Early Childhood and Primary Education Melbourne/Cambridge

Assessment: Project, Arts journey plan, 30%. Report, Arts unit of work, 30%. Presentation, Arts Journey project, 40%. Project: This collaborative task is designed to provide students with an opportunity (working with their peers and individually) to integrate Arts and Technology knowledge gained during the semester's activities into the development of teaching activities and strategies that are differentiated to meet the specific learning needs of students across the full range of abilities. Presentation: Students explore and develop their own Arts practice and understanding of creative processes, culminating in an oral presentation, performance or exhibition at the end of the unit. Effective word limit of 3000 words in total, or equivalent.

EEC4101 Curriculum, Assessment and Reporting

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit you will engage in a self-directed exploration of curriculum, assessment and reporting. This exploration will be framed within the paradigm of 21st century understandings and practices of powerful learning and teaching. The

unit will enable you to enhance your awareness of historical, political and global influences on curriculum, assessment and reporting as well as developing an ability to apply current assessment and reporting practices. Through reflective practices and self-analysis, you will develop an individualised, personal action plan that is responsive to your own needs and strengths leading into and during the final placement. In this context you will engage in professional experience in Primary or Secondary school, where you will demonstrate your ability to organise content into effective teaching sequences and manage classroom activities to showcase your ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities, as well as catering for students with disabilities. You will develop your ability to respond to assessment data, set achievable goals for students, provide clear instructions and effective and timely feedback on their work using a variety of strategies. Your work in this unit will provide you with the opportunity to choose and use range of resources in planning implementing and evaluating appropriately in order to cater for the diverse backgrounds, intellectual needs and interests of students. You will also develop your skills in keeping accurate and reliable records of students' work and progress. In this unit you will articulate a broad range of strategies for involving parents/carers in the educative process, demonstrate understanding approaches for reporting to parents/carers and show your familiarity with a range of strategies for working effectively, sensitively and confidentially with parents/carers. Further to this you will consider ways in which the broader community can be involved in student learning. Your professional acumen will further be demonstrated by your broad knowledge and understanding of legislative requirements in education including those for students with disabilities. You will demonstrate your ability to access for professional development and use in your work in education relevant and appropriate sources of professional learning for teachers. This unit links with the course intentions of strengthening the connection between theory and practice, and the inclusion of outcomes that focus on the development and performance of students in schools, with an emphasis on effectively assessing, reporting and providing of feedback to school students, as well as engaging professionally with colleagues, parents, carers and the community. The unit also connects with the course learning outcomes of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context. It also focuses on the learning outcomes related to the development of abilities to work in partnerships with schools to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Assess how the curriculum is expressed and organised in terms of expected student learning outcomes, and the different types and functions of assessments that teachers use in order to effectively inform teaching and learning decisions and actions, interpret assessment data, evaluate student learning and modify and improve teaching practice across the range of levels from Prep to Year 12,
2. Critically analyse the dilemmas and debates in regard to the issues of curriculum, which may be influenced by historical, socio-cultural and political factors on a local to global scale and demonstrate the ability to access appropriate sources of professional learning for teachers and use these in planning teaching and evaluating learning across the range of levels from Prep to Year 12, and show your familiarity with the legislative requirements for your work in education, including those for students with disabilities.
3. Provide evidence of the ability to organise classroom activities, in response to assessment data, set achievable goals for students, taking into account their levels and interests, provide clear instructions, effective and timely feedback on

their work using a variety of strategies that show the ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities and across the range of levels from Prep to Year 12, as well as catering for students with disabilities. 4. Defend the purposes of various approaches to assessment and reporting, with particular reference to providing timely and appropriate feedback to students about their learning, demonstrate understanding of a range of strategies for reporting to parents/carers and show your familiarity with a range of strategies for involving parents/cares in the education process of their children, working effectively, sensitively and confidentially with parents/carers, and justify her/his position with specific examples of different approaches to assessment; and 5. Articulate how choices about curriculum, assessment and reporting, with particular reference to how assessment moderation and its application can support consistent and comparable judgments of student learning, is linked to issues of equity and social justice in education.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Ewing, R 2013 2nd edn Curriculum and assessment: storylines Oxford University Press, Australia. Groundwater-Smith, S, Ewing, R & Le Cornu, R 2011 4th edn, Ch. 11, pp.268-296. Teaching challenges and dilemmas Cengage Learning, Australia

Assessment:Review, Review of Curriculum, assessment and reporting., 50%. Report, Conduct a critical analysis of a curriculum., 50%. Review: Curriculum, assessment and reporting: Review of Readiness & action plan related to curriculum, assessment & reporting, which includes understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Address effective communication with carers and legislative, ethical and safety requirements. Report: Conduct a critical analysis of a curriculum area other than Mathematics or English, with a particular focus on a range of relevant assessment practices that enable teachers to provide timely feedback to students, and structure differentiated learning programs to cater for individual differences. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Plan and satisfactory year 4 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

EEC4102 Literacy Across the Continuum 2

Locations:Footscray Park.

Prerequisites:Nil.

Description:The definition of literacy in the Australian Curriculum is informed by a social view of learning that considers how language works to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the literacy continuum of language, literature and literacy. Through this unit, you will demonstrate broad understanding of content, and a solid understanding of teaching practices to integrate theory and practice. This unit will prepare graduates with the knowledge of a diverse range of students, including Aboriginal and Torres Strait Islander students, and a range of appropriate literacy pedagogies and teaching practices needed to be classroom ready. The unit continues the development of personal literacies, and addresses understandings of the concepts, substance and structure of English language. The pedagogies underpinning teaching listening, reading, viewing, speaking, writing and will be evidenced across a range of contexts: oracy, print, visual and digital texts, using and modifying language for different purposes in a range of contexts. The unit will familiarise you with a range of informal and formal diagnostic, formative and summative approaches to assessing student learning in

literacy across the continuum in primary settings. This unit links with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum, and certifying that graduates from the Bachelor of Education (P-12) have personal levels of literacy and numeracy broadly equivalent to the top 30% of the population. This unit also connects with the course learning outcome of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Interrogate the knowledge and capability in the planning and teaching of a range of literacies, including mathematical literacy to diverse learners across the continuum in the primary curriculum areas;
2. Adopt differing forms of assessment to evaluate and plan effective learning and teaching of knowledge and skills across the literacy continuum, including providing forms of appropriate feedback to students about their literacy learning;
3. Identify key debates and principles in literacy education applied in practice as they relate to 21st century learning;
4. Identify their own future professional learning needs related to the teaching of literacy to culturally and academically diverse learners including those from Aboriginal and Torres Strait Islander backgrounds; and
5. Elucidate the skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching English in primary school and evaluate their own: content knowledge, pedagogic skills, ability to use evidence based assessment data to meet student needs.
6. Develop and present a self-assessment plan, which charts the ongoing development of their personal literacies throughout the course.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Lankshear, C & Knobel, M 2011 Ch 1: 'From 'reading' to 'new literacies' pp.3-31 New literacies: everyday practices and social learning McGraw Hill, New York Pahl, K & Rowsell, J 2005 Literacy & Education Sage, Los Angeles

Assessment:Examination, Test based assessment of personal and professional literacy content knowledge and high-quality pedagogical skills required for the effective teaching., 50%. Project, Plan, resource, and reflect on the delivery of a scheme of work to include a sequence of lessons differentiated for learners of different abilities., 50%. Examination: Test based assessment of personal and professional literacy content knowledge and high-quality pedagogical skills required for the effective teaching of English and literacy for Primary and Secondary school students. Project: Plan, resource, and reflect on the delivery of a scheme of work to include a sequence of lessons differentiated for learners of different abilities that show depth of subject knowledge and range of pedagogical approaches for teaching the English language and literacy curriculum. Effective word limit of 3000 words in total, or equivalent.

EEC4103 Entering the Profession

Locations:Footscray Park.

Prerequisites:Nil.

Description:This capstone unit enables you to encapsulate your work in the Bachelor of Education (P-12) course. The unit enables you as Year 4 students to work with colleagues, principals, other school leaders and teachers in meeting National Standards in order to comply with registration requirements. You will undertake a critical overview of teachers' professional roles and responsibilities, including professional ethics and responsibilities. You will develop an awareness of the organisational and legal conditions of teachers' work, informing relationships with

and teaching students, planning and managing curriculum and pedagogy, working with colleagues in leadership teams, and engaging with the school and wider community. You will develop skills needed to secure employment, these include preparing job applications, responding to selection criteria, interview techniques and awareness of professional networks and professional learning opportunities. There will be a developing awareness of the transferable skills that are gained through completing a Bachelor of Education, and how these can be applied to a range of other professions, which includes engaging with professional teaching and broader networks. You will engage in professional experience in Primary or Secondary school, where you will demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning by refining your ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate your ability to effectively use a range of resources. You will also demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. You will engage in professional experience in Primary or Secondary school, where you will refine your ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate your ability to effectively use a range of resources. This unit connects with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum, in addition to engaging professionally with colleagues, parents, carers and the community. This unit also connects to the course learning outcomes of displaying competence and sophistication in a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community, as well as recognition of the importance of fostering students' creative skills, and problem solving strategies to prepare them to confront and pro-actively solve 21st Century challenges, and the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understandings of the legislative, administrative and organisational requirements of teachers' work, including policies and processes required for teachers according to school stage, and the key principles described in codes of ethics and conduct for the teaching profession, including seeking and applying constructive feedback from mentors and teachers to improve teaching practices;
2. Document a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;
3. Articulate a broad knowledge of educational practices, including the ability to organise content into an effective learning and teaching sequences, manage curriculum and pedagogy, and demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice, including understand strategies for working effectively, sensitively and confidentially with parents/carers;
4. Confidently and competently participate in the process of seeking and gaining employment in educational or other relevant professional settings, which requires understanding the role of external professionals and community representatives in broadening teachers' professional knowledge and practice; and
5. Complete and present a comprehensive, professional e-portfolio that provides evidence of the graduating teacher's readiness to join the profession within the context of the Australian Professional Standards for Teachers - Graduate Career Stage including evidence of knowledge of curriculum, content and teaching strategies.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S. Ewing, R & Le Cornu, R. 2011 Teaching challenges and dilemmas. Cengage Learning; Australia

Assessment: Portfolio, Capstone Project - professional e-portfolio., 100%. Portfolio: Capstone Project: The professional e-portfolio is a record of students' understandings and practical experiences of the course, especially 4th year, to be prompted by the domains of the Australian Professional Standards for Teachers - Graduate Career Stage. It will provide systematic evidence of students' competence, reflection on practice and considered philosophical position of teaching and learning. The e-portfolio will include specific knowledge and reflection on the literacy and numeracy demands of the curriculum. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Report and satisfactory year 4 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

EEC4104 Teaching Primary Mathematics 3

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will be structured around your questions about teaching and learning mathematics in primary school classrooms. At the same time, you will focus on developing and refining understanding, knowledge and skills in mathematics and mathematics education to enable the implementation of interesting and integrated approaches to mathematics learning that value the diversity of primary school students in their classrooms. In addressing your questions it is anticipated that the unit will enable you to articulate a personal philosophy of mathematics teaching and learning based on current research. You will identify common conceptions and misconceptions in mathematics learning through primary and into the middle years of schooling. In the unit you will address key aspects of mathematics teaching and learning, including implementing the mathematics curriculum, identifying the particular language demands of mathematics learning for students and justifying and using a range of carefully selected and effective visual and digital technologies. Opportunities to explore real world cross-curricular applications of mathematics in a broader global context will be explored. You will organise, implement, and evaluate plans for mathematics teaching and learning that demonstrate an understanding of contemporary research evidence and the diversity of learners. This unit links with the course intentions of strengthening the connection between theory and practice, guaranteeing that graduate teachers have deep and thorough understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum. Graduate teachers will also integrate a focus on science, technology, engineering and mathematics (STEM), and employing professional engagement with colleagues, parents, carers and the community. This unit also connects with the course learning outcomes of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context. In addition, graduate teachers will develop capabilities to plan, structure and implement learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics. Graduate teachers will also work in partnership with schools to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate knowledge and ability in the planning and teaching of mathematics to diverse learners across the continuum in the primary curriculum;
2. Identify

opportunities for developing mathematical ideas across the curriculum; 3. Apply differing forms of assessment to evaluate and plan effective learning and teaching of knowledge and skills across the mathematics continuum, including providing timely and appropriate feedback to students about their mathematics learning; 4.

Articulate understanding of current research on teaching mathematics and students' common conceptions and misconceptions related to key mathematical concepts; and

5. Identify sources of professional learning in Mathematics and Mathematics Education that will support continued learning in their teaching careers.

Class Contact:Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system. Reys, R.E., Lindquist, M.L., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. (2012). *Helping Children Learn Mathematics* Melbourne: John Wiley. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P (2014). *Teaching primary mathematics* French's Forest NSW: Pearson

Assessment:Assignment, Plan, implement and evaluate a unit of work on an aspect of primary mathematics and conduct a short presentation to the class., 50%. Review, Write a commentary for an audience of primary teachers that articulates the research basis, processes and highlights of the unit of work., 50%. Assignment: Plan, implement and evaluate a unit of work on an aspect of primary mathematics including opportunities for developing the mathematical ideas and language across other curriculum areas. Conduct a short presentation of the unit of work you have implemented, including the decision making processes involved in planning, implementing, assessing and reporting the work of the students in the unit. Highlight the philosophical and research bases of your approach and justify the selection of resources used. Review: Write a commentary for an audience of primary teachers that articulates the research basis, sources further for professional learning in the area, the decision making processes and highlights of the unit of work. Effective word limit of 3000 words in total, or equivalent.

EEC4105 On Becoming a Teacher

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit, you will undertake an extended and continuous period of teaching in a school. You will take increasing responsibility for the classroom program, and as professional competence develops, manage your progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the partnership support coordinator where necessary). You will also meet regularly with mentors to monitor your developing competence and confidence. This unit links with the course intentions of strengthening the connection between theory and practice (praxis inquiry) and ensuring that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum; and engaging professionally with colleagues, parents, carers and the community. This unit also connects with the course learning outcomes of engaging with the profession in order to advance understandings and practices and heighten professional satisfaction thus ultimately leading to the enrichment of educational opportunities and contexts for students. Finally, the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs, and the ability to work in partnerships with schools to interrogate and critically analyse the role and practice of education are considered to be key elements of continuous improvement.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Meet the professional requirements of the graduating teacher as indicated by the Australian Professional Standards for Teachers - Graduate Career Stage from learning-focused relationships with students.

Required Reading:University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment:Portfolio, Portfolio of Evidence: demonstration of competence to teach., 100%. To pass this unit, the graduating university student must have: Hurdle task: Satisfactory project partnership report confirming readiness to teach. Effective word limit of 6000 words in total, or equivalent.

EEC4106 Practice in Partnership

Locations:Footscray Park, St Albans.

Prerequisites: AEB3252 - Orientation to Primary Schools AEB3167 - Language and Literacy in Primary AEB4169 - Mathematics and Numeracy in Primary

Description: In this unit, pre-service teachers undertake an extended and continuous period of teaching in a primary school. They take increasing responsibility for the classroom program, as professional competence develops and manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague). They also meet regularly with mentors to monitor their developing competence and confidence as a pre-service teacher. Through this unit and while on placement, pre-service teachers will contribute to school and student learning by demonstrating collaboration and professionalism, perform the teaching and other duties of a graduating teacher to demonstrate their readiness to meet the requirements of the graduating teacher as indicated by the Victorian Institute of Teaching (VIT).

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Devise and evaluate teaching practices in a primary school setting where pre-service teachers can demonstrate their capabilities as graduate teachers 2. Critically reflect on their teaching practices and the practices they observe in schools as public intellectuals and from a social justice viewpoint 3. Compose a personal and professional philosophy that demonstrates their beliefs, values and their application of contemporary theory

Class Contact: 7 weeks, 1 hour lecture and 2 hours tutorial for ABEC students = 21 hours in total.

Required Reading:Links to required texts will be provided in the VU Collaborate space of this unit.

Assessment:Assignment, Professional Philosophy, 30%. Portfolio, Professional portfolio addressing the graduate standards, 70%. To pass this unit, the graduating student must have: 1. A 'Satisfactory' project partnership report confirming their readiness to teach, and 2. At least a pass grade in the professional portfolio. Total effective word limit 5,500 words.

EED5101 Epistemologies of Practice

Locations:Footscray Park.

Prerequisites:Nil.

Description: In this unit pre-service teachers investigate the key themes and practices that constitute teacher education, that is social justice for all; commitment to the excluded; practice, partnership and praxis learning and researchfulness. The unit centres on the major debates and controversies of education some of which have extended over centuries of social change and human action. It focusses on the education 'commonplaces' of learners, teachers, milieu, subject matter and curriculum making as pre-service teachers explore the philosophy and possibilities of

education including student learning, classroom arrangements, classroom unit and lesson planning and implementation. Pre-service teachers consider how curriculum, pedagogy and assessment strategies are enacted. They develop in-depth knowledge of schooling and teaching within the context of professional guidelines. Emphasis is placed on the development of supportive learning environments through collaborative learning circles whereby generative themes are realised through portfolio dialogue and rich task practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Generate key themes of educational, teaching and learning practice that provide beginning explanations of the complex issues that characterise diverse learning environments;
2. Articulate their understanding of curriculum, pedagogy and assessment as related to classroom practice;
3. Engage and communicate their experience of educational practice through portfolio dialogue and rich task investigation; and
4. Demonstrate their beginning capability in educational researchfulness through designing and implementing curriculum, lesson planning and associated assessment of student learning.

Class Contact: Seminar 2.5 hrs Plus 15 days of supervised teaching practice.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Conceptualise the influences of teaching, 20%. Essay, Investigation of themes of teaching practices, 50%. Presentation, Presentation that demonstrates curriculum design, planning and implementation, 30%. Satisfactory completion of 15 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

EED5102 Curriculum and Multi-modal Learning

Locations: Footscray Park.

Prerequisites: EED5101 - Epistemologies of Practice

Description: This unit of study is designed to extend and supplement the range of knowledge and practices developed in Epistemologies of Practice. Pre-service teachers will continue to study and experience the philosophy, theories and possibilities of classroom arrangements, classroom unit and lesson planning and implementation, and consider how curriculum, pedagogy and assessment strategies are enacted and reported to support students' needs. Additional aspects will include legal and safety concerns of teaching and student welfare issues. Continuing application of the Praxis Inquiry Protocol will support investigations and theorising of curriculum, teaching, learning, social justice and researchfulness, as well as the practice of praxis learning itself. Questions involving key features of classroom situations will be explored such as how different cultural backgrounds are respected, how are new student understandings formed and how do we know what has been learned? Multi-modal learning will be explored to develop an understanding of different teaching practices support students' learning and understanding in key areas such as literacy and numeracy. This will involve the application of information technology into teaching that includes such approaches as, inquiry learning, personal learning plans, experiential learning and cooperative learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Generate key themes of educational, teaching and learning practice that provide developing explanations and theorising of the complex issues that characterise diverse learning environments and diverse students;
2. Articulate their understanding of curriculum, pedagogy and assessment practices in relation to

3. Engage and communicate their experience of educational practice and praxis through portfolio dialogue and rich task investigation;
4. Demonstrate their systematic capability in educational researchfulness through designing and implementing multi-modal learning focused curriculum, lesson planning and associated assessment of student learning; and
5. Analyse the application of information technology to support classroom practice.

Class Contact: Seminar 2.5 hrs Plus 15 days of supervised teaching practice.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Review of curriculum pedagogy and assessments strategies, 20%. Project, Investigation of multi-modal learning in the classroom, 50%. Presentation, Presentation that demonstrates teaching practice for diverse students and diverse learning environments, 30%. Satisfactory completion of 15 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

EED6001 Contemporary Issues in Education and Training

Locations: Footscray Park.

Prerequisites: Nil.

Description: This introductory unit will assist students to address a range of contemporary issues in education and training, emerging from diverse sources - from classroom and locally-nominated questions to state, national and global policy matters. Questions of educational purposes in contemporary society and approaches to educational research will be raised as part of discussions of social justice and sustainability, helping to map the broad terrain of education, care and training sectors. It is possible for the unit coordinator to specify prior to the unit offering particular issues for focus or to negotiate with a group to cover particular interests. A range of readings will contribute to building a digital archive that reflects a range of sources, media and perspectives. A discussion board, wiki or blog for the unit will be used to encourage critical discussion among participants. This is a compulsory commencing core unit for students in the Masters of Education.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate a broad knowledge of education issues in the contemporary context;
2. Exhibit comprehensive knowledge and understanding of debates on one major issue in relation to one or more education and training sectors;
3. Analyse and position themselves in relation to global and local professional and scholarly educational debates; and
4. Critically relate the current formulations of issues with arenas for educational action, including their own professional sphere of education.

Class Contact: Seminar 3.0 hrs

Required Reading: Connell, R., Campbell, C., Vickers, M., Welch, A., Foley, D., Bagnall, N., & Hayes, D. (2010). (3rd ed.). Education, change and society, Sydney: Oxford.

Assessment: Presentation, Active participation in group discussion and class presentations, identification of journal articles and grey literature for the class (2,800 words), 30%. Review, Critically analysis an issue; usually in the form of extended writing (5,200 words) the specific genre of which will be negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6002 Curriculum & Pedagogy

Locations: Footscray Park, Off-campus (school sites).

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit

EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: This unit of study will include consideration of the social and cultural contexts that influence curriculum and pedagogy in education and training settings. Theoretical and practical considerations will be drawn upon to investigate and critique how political, economic, social and cultural factors surround and infuse curriculum and pedagogy. Ways to develop socially just curriculum and pedagogy, and the grounds for doing so, will be explored with specific reference to how the intended is not necessarily the actual curriculum in settings of practice. Pedagogical practices to engage students across a range of social contexts, including active participation by teachers, students and parents in curriculum review and development processes, will be an integral component in considering both the theory and practice of education for social justice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate contemporary debates about curriculum and pedagogy;
2. Critically analyse the social, cultural, political and economic factors that influence curriculum and pedagogy in education and/or training;
3. Compare and contrast influences that shape curriculum and pedagogy within socio-cultural and political-economic contexts;
4. Consider theories, along with analysis of trends and patterns, offer explanatory power for understanding how power works through curriculum and pedagogy in education and training settings;
5. Critically engage with literature relevant to the student's professional practice; and
6. Develop curriculum that is flexible and responsive to the experiences of learners, considering how curriculum can be put to work to further social justice.

Class Contact: Seminar 3.0 hrs

Required Reading: Flinders, D & Thornton, S., (eds) 2012 (4th Edition). *The Curriculum Studies Reader* New York: Routledge.

Assessment: Presentation, Oral presentation that is a critical analysis of an academic artefact with a focus on curriculum and pedagogy. (equivalent to 1200 words), 15%. Literature Review, An analysis and critique of two or three selected texts (equivalent to 2000 words), 25%. Essay, A critical exploration of key issues in this unit, as negotiated with the lecturer (equivalent to 4800 words), 60%. Total assessment for this unit will be 8000 words or equivalent.

EED6003 Educational Leadership for Social Justice

Locations: Footscray Park, Off-campus (school site).

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit

EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: Educational leadership is explored in this unit with a particular focus on socially-just perspectives for systemic transformation in a wide range of educational contexts. Personal leadership narratives guide the inquiry as we consider leadership in the community, systems, and organisations within a socio-cultural discourse. We examine capabilities of leadership and followership to inform practice and key characteristics of formal and informal leadership as the change agent in your context. Leading for learning is examined throughout the unit and international leadership perspectives and research are considered.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate educational leadership for its capacity to transform organisations to achieve socially-just outcomes;
2. Critically reflect on ways of understanding social

- justice in education;
3. Relate the social, economic and political contexts to various forms of educational leadership;
4. Analyse and compare theoretical understandings of socially-just educational leadership in educational and training settings;
5. Investigate educational leadership that is flexible and responsive to the experiences of learners in diverse organisations and communities;
6. Investigate experiences of educational leadership and followership in a range of educational contexts; and
7. Articulate personal and professional needs and strengths in terms of leading for learning and potential for research.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to readings and resources will be provided on the VU Collaborate space for this unit.

Assessment: Review, Summary and critique of two scholarly artefacts that focus on social justice (1,600 words), 20%. Other, Annotated concept map of evolving understanding of educational leadership. Peer feedback using structured protocols (1,600 words in total), 15%. Other, Peer feedback to annotated concept map using structured protocols, 5%. Essay, Reflective, critical exploration of educational leadership and personal narrative for change (4800 words), 60%. Total assessment for this unit will be 8,000 words or equivalent.

EED6004 Capstone Research Investigation

Locations: Footscray Park.

Prerequisites: AED5001 - Education Research Design and Methods Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training.

Description: Students draw on theory, knowledge and skills developed through their degree. They explore a nominated field of education and/or training that they regard as directly related to their own interests. Through negotiation with a mentor, students undertake a theoretical study, a research or workplace investigation within the scope of the unit's word limit. Students independently conduct research which demonstrates their ability to define a problem and review relevant theoretical and practical literature. Students develop a methodology and apply it to their defined problem or situation. They also demonstrate data selection, collection and analysis skills and have flexibility in how they construct and present their findings. There is a strong focus on peer learning in this unit so that students are able to contribute to each other's learning.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understanding of how to ethically conducting research or a workplace investigation;
2. Critically review relevant and current scholarly literature/s relating to the investigation;
3. Analyse and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
4. Demonstrate their research-fulness through the effective communication of ideas and concepts developed from the critical evaluation of research data.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Presentation of the research question and how it is informed by relevant literature, 10%. Presentation, Oral presentation to report the findings of the capstone investigation, 20%. Research Paper, Submission of research task as per negotiation with the nominated mentor, 70%. Total assessment for this unit will be 8,000 words or equivalent. .

EED6006 Learning Programs: Design and Implementation

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description:This unit of study will encompass the theoretical and practical foundations of learning program development for teachers and trainers so that students are able to engage with, and experience success in, education and training. In the unit, students will explore a range of collaborative learning program design models and will be introduced to skills and knowledge required to undertake situational analyses and learning needs assessments in order to develop course and program learning goals and a variety of teaching strategies to achieve them. The efficacy of personalised approaches, including the use of learning technologies, and how the program contributes to learning outcomes of recognised curriculum frameworks, is considered in light of social justice and sustainability. The role of assessment is a key focus of this unit, as is the need for ongoing program monitoring and reflection on the part of teachers and trainers to ensure that there are high expectations of student achievement.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critically evaluate theoretical approaches and models of collaborative learning program design and implementation in institutional contexts;
2. Critically review the personalisation that learning programs in institutional contexts offer, and in particular, the efficacy and appropriateness of learning technologies;
3. Articulate an evidence-based and ethically-principled stance on learning program design and implementation;
4. Investigate and critique assessment processes and approaches;
5. Critically reflect upon approaches and practices of program evaluation in institutions and systems.

Class Contact:Seminar3.0 hrs

Required Reading:Flinders, D. & Thomas, S. (eds) 2012 4th edn The curriculum studies reader New York: Routledge

Assessment:Review, A critique of a nominated learning program., 30%. Poster, Develop a learning program that is accessible, relevant and challenging for all students in a nominated context, 70%. Total assessment for this unit will be 8000 words or equivalent.

EED6007 Reforming Pedagogies

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education..

Description:In this unit students will address a number of areas as they influence pedagogy and teaching and learning practice. Students will investigate definitions of pedagogy and andragogy; learning styles and approaches; teaching styles and approaches; praxis inquiry about personal pedagogy; multi-literacies and their impact on teaching and learning. The unit also investigates the cultural and social background of learners; age, gender and race sensitive pedagogies; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Critique pedagogical practices and their relationship to the learning;
2. Critically review their repertoire of teaching and learning strategies;
3. Investigate a sound basis for change and improvement in teaching practice through engagement with current research, reflection on personal practice and peer critique and review; and
4. Argue and defend the impact of cultural; and social; backgrounds on teaching and learning practice.

Class Contact:Seminar3.0 hrs

Required Reading:Required texts to be advised by lecturer.

Assessment:Literature Review, Critical analysis of education literature., 20%. Presentation, Individual or group presentations as negotiated., 20%. Essay, Inquiry report for professional audience., 60%. Total assessment for this unit will be 8,000 words or equivalent.

EED6008 Developing Professional Practice

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description:This unit of study will include an exploration of: adult learning theory and individual learning styles, preferences and processes; workplace learning theory and practice; and theories and practices of mentoring and coaching in workplaces. Participants critically analyse the educational practices in which they participate. Issues of institutional context, culture, identity and ethical principles of educational practice are examined. The format of the unit is negotiated with the participants to facilitate inclusion of their professional and ethical concerns and issues.

Credit Points: 24

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse institutional contexts, cultures, identities and challenges for the development of professional practice in the workplace;
2. Interrogate and critically evaluate theoretical approaches for the educational practice under consideration;
3. Analyse models of mentoring and coaching in the workplace with regard to their attention to adult learning theory and individual learning styles;
4. Articulate an evidence-based and ethically-principled stance on an aspect of their mentoring and coaching in the workplace; and
5. Conceptually map their own personal and professional needs and strengths based on institutional strategic directions.

Class Contact:Seminar3.0 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Presentation, Conceptual map of professional practice and the student's own position within it, 30%. Portfolio, Annotated portfolio which includes evidence of interrogation of professional practice, 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6010 Facilitating Learning in Organisations

Locations:Footscray Park.

Prerequisites:EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description:In this unit students will investigate the facilitation of learning within organisations, as well as apply established theories in relation to managing sites for teaching and learning. The inquiry will explore policies and protocols appropriate for the learning setting, including aspects of the site, the learner, the organisation.

Theories of learning organisations, processes and outcomes, including managing and facilitating transformative change processes will be deconstructed and examined. The evaluation of processes in the delivery of programs, establishment of good practice in occupational health and safety, work health and safety, human resources, and policy development for crisis management will also be critically reflected upon.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse and synthesise complex issues related to the facilitation of learning within organisations, and the management of learning sites;
2. Demonstrate creative and innovative approaches to enhance appropriate and professional learning within a range of organisational structures;
3. Interrogate and validate models and experiences of managing sites for teaching and learning to justify and deepen understandings of professional practice;
4. Critically review changing social, economic and political contexts to facilitated learning to reflect the vision and educational agenda of the organisation; and
5. Investigate personal and professional needs and strengths in terms of the scholarship of facilitating learning and managing organisational sites.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Report, Scoping document in which the intention, rationale, milestones and timelines for the negotiated final assessment are submitted (2400 words or equiv), 30%. Case Study, Project-based that could be based on effecting change in their workplace, or design a simulated idealised learning organisation. (5600 words or equiv), 70%. Total assessment for this unit will be 8000 words or equivalent.

EED6011 Enhancing Skills and Knowledge

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: In this unit of study students enhance their skills and knowledge by exploring a particular field of education and/or training that they regard as directly related to their own interests. Through negotiation with a mentor, students identify a particular theoretical and/or professional interest they have and then embark on a guided, largely independent in-depth critical study related to their interest. Students have a level of independence and flexibility in how they construct and present their learning. The study may stem from material introduced in other coursework units, professional contexts or link to the students' intended research topic depending on what stage they are up to in their course of study. Aspects of social justice, sustainability and/or communities of learning that underpin the Master of Education should inform the study.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Evaluate core issues related to their topic of inquiry;
2. Critically examined multiple perspectives related to the topic of inquiry;
3. Formulate a conceptual and theoretical overview of contemporary issues related to their topic of inquiry;
4. Compose an artefact that represents their new ideas or ways of considering the topic of inquiry.

Class Contact: Seminar 3.0 hrs

Required Reading: A range of texts and materials will be made available through the university library and VU Collaborate.

Assessment: Presentation, Group presentation - Learning Circle presentation (2200

words or equivalent), 30%. Report, Written report as negotiated (2200 words), 30%. Other, Submission of final assessment task as per negotiation with the nominated mentor (3600 words or equivalent), 40%. Total assessment for this unit will be 8,000 words or equivalent.

EED6012 Sustainability Education: from Theory to Practice

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: The aim of the unit is to provide students with a broad understanding of the multi-disciplinary context of sustainability education. Students will investigate theoretical and empirical underpinnings of sustainability education; whilst analysing institutional documentation; and evaluating implemented programs locally and globally.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate the theoretical frameworks that inform pedagogical and other approaches in Sustainability Education;
2. Identify and Evaluate local community sustainability education initiatives;
3. Analyse and evaluate sustainability education policies, strategies and action plans of government and non-government organisations with regards to their scope of applicability, feasibility and achievability; and
4. Critique the curriculum development and implementation of Sustainability Education in formal and informal education settings.

Class Contact: Seminar 3.0 hrs

Required Reading: Henderson, K., & Tilbury, D. (2004). Whole-school approaches to sustainability: An international review of sustainable school programs. Report prepared by the Australian Research Institute in Education for Sustainability (ARIES) for the Department of the Environment and Heritage. Sydney: Macquarie University, ARIES.

Assessment: Literature Review, Critical analysis of relevant sustainability education scholarly literature, 30%. Project, An enquiry based project within a selected environment of sustainability education, as negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century

Locations: Footscray Park.

Prerequisites: EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

Description: In this unit, theoretical concepts behind post-colonial, decolonising and Indigenous responses to formalised teaching and learning. A historical overview of colonial education provides students with critical language and concepts to make connections to national empire building and the production of colonial identities in compulsory schooling, early childhood education, vocational, adult and higher education. Students investigate how previous colonies of the European empires have sought independence, with focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights of colonised and Indigenous peoples in education, students explore the production of pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and

knowledge. The contribution of Indigenous and Post-Colonial theorists provides alternative standpoints and critiques of learning and teaching in a 'global' 21st century.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review social and educational philosophies in regard to Indigenous and post-colonial theory;
2. Appraise definitions and complexities of colonialism, decolonised, and post-colonial education;
3. Elucidate a post-colonial and/or Indigenous professional practice in teaching and learning;
4. Explicate and evaluate the complexities of turning policy into local practice;
5. Critique historical and current Indigenous Education policies at a local, national and international level; and
6. Elucidate a social justice philosophy that considers post-colonial educational theories.

Class Contact: Seminar 3.0 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Literature Review, Prepare a detailed literature review of key readings within one of the following: self-determination, curriculum methods or knowing and knowledge., 30%. Essay, A theoretical essay that critically frames colonialism, post-colonial education and the student's own professional practice., 70%. Total assessment for this unit will be 8,000 words or equivalent.

EED6017 Early Childhood Development, Learning and Teaching 3

Locations: St Albans.

Prerequisites: AEG5115 - Early Childhood Development, Learning and Teaching

1AEG5116 - Early Childhood Development, Learning and Teaching 2

Description: This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage children in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take increased responsibility for facilitating the child learning program during their final year project partnership. At the end of this unit, pre-service teachers are required to demonstrate that they are ready to enter the early childhood teaching profession.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Compose and refine a personal educational and child learning philosophy and discuss how it informs their teaching identity, pedagogy and curriculum design as they enter the profession;
2. Establish a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
3. Evaluate and critically reflect upon the planning and implementation of the full educational program, using the VEYLDF for both the whole group and small groups of 0-6 year old children;
4. Identify, interpret, analyse and evaluate specific teaching strategies for a range of individual children's learning styles and abilities, such as giftedness and additional needs, including the investigation of practical approaches to managing challenging behaviour with reference to specific theories of learning and development and the Australian learning frameworks; and
5. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach by meeting the Graduate Standards of the Preschool Teacher Validation System as articulated by the Department of Education and Early childhood

Development.

Class Contact: Workshop 3.0 hrs Project Partnerships: 25 days supervised teaching practice.

Required Reading: Raban, B, Nolan, A, Waniganayake, M, Ure, C, Brown R, Deans, J 2007, Building capacity: strategic professional development for early childhood practitioners, Cengage Learning, South Melbourne, VIC. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Journal, Praxis Inquiry Logs (equivalent to 2400 words), 30%. Other, Practical demonstration of implementing an experience (equivalent to 800 words), 10%. Portfolio, Professional Portfolio (equivalent to 4800 words), 60%. Total effective word limit 8000 words for the graded assessment. .

EED6031 Minor Thesis A (Part-Time)

Locations: Footscray Park.

Prerequisites: AED5001 - Education Research Design and Methods Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in EED6031 Students enrolled in EMED must have completed 144 credit points prior to enrolling in EED6031

Description: In this unit, the first of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exemplify collaborative and ethical conduct in research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and
5. Authoritatively and effectively elucidate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: There is a hurdle requirement for this unit: the student must provide a one-page progress report to the supervisor at the end of the semester of work. Satisfactory progress includes: Refinement of the research question; Overview plan of the project, including an outline of the thesis structure; Significant progress in development of a literature review; Significant progress in data collection. Thesis, Progress towards completion of the minor thesis is listed as either graded as satisfactory or unsatisfactory only in Minor Thesis A, Pass/Fail. There is no graded assessment requirement at the completion of Minor Thesis A. Examination of the minor thesis will be conducted by one external examiner and one internal examiner at the completion of EED6032 Minor Thesis B (Part-time). The minor thesis will be no less than 15,000 or more than 20,000 words (or a negotiated alternative if

choosing a creative work option). The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

EED6032 Minor Thesis B (Part-Time)

Locations: Footscray Park.

Prerequisites: AED5001 - Education Research Design and Methods EED6031 - Minor Thesis A (Part-Time) Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training.

Description: In this unit, the second of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Work collaboratively and ethically in conducting research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and
5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: Required texts to be advised by the minor thesis supervisor.

Assessment: Thesis, Minor thesis (15,000 - 20,000 words), Pass/Fail. The minor thesis will be no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner at the completion of this unit. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

EED6101 Indigenous Perspectives and Standpoints in Education

Locations: Footscray Park.

Prerequisites: EED5101 - Epistemologies of Practice

Description: The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in compulsory schooling through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. Pre-service teachers will also investigate how previous colonies of the

European empires have sought independence, with a focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and knowledge. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in teaching across the curriculum, as well as to develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islander students in school. This unit also connects with the course learning outcomes of articulating and embodying the ideologies of socially just education through awareness, inclusion, equity and access, as well as critically applying knowledge of educational issues to improve classroom practice and strengthen students' relations with their local community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review historical and current indigenous education policies and practices in order to understand Aboriginal and Torres Strait Islander perspective;
2. Elucidate the professional complexities in including indigenous perspectives when teaching students and articulate a standpoint of practice that can negotiate these complexities;
3. Critically review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society.

Class Contact: Seminar 2.5 hrs Plus 10 days of supervised teaching practice.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Critical review of curriculum for Aboriginal content in response to Respect, Reconciliation and Relationship, 30%. Presentation, Presentation of teaching practice that integrates Aboriginal and Torres Strait Islander perspectives., 70%. Satisfactory completion of 10 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

EED6102 Entering the Profession and Becoming Critical

Locations: Footscray Park.

Prerequisites: EED6101 - Indigenous Perspectives and Standpoints in Education

Description: This unit is the culmination of three Approaches to Teaching and Learning units that establish a critical perspective of formal education, schooling, teaching and learning. The notion of 'critical' is taken to mean a self-determining, all-sided and comprehensive engagement with and understanding of social and educational issues that enable appropriate strategies to be implemented for improvement. For teaching, this denotes recognition of economic and cultural factors that impinge on families and classrooms and how the personal learning of students can proceed with integrity. This process requires engagement with parents / carers and the broader community to understand the factors surrounding student's lives. It involves collaboration with teaching peers to evaluate and improve practice. Critical perspectives emerge from continuing experience with significant complex issues, with colleagues monitoring their functions and procedures and observing the impact of actions taken to achieve particular outcomes. The enactment of curriculum, pedagogy, assessment and research strategies is consolidated through this process.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understanding of a range of curriculum, pedagogy and assessment practices from a critical perspective; 2. Critically engage and communicate their experience of educational practice and praxis through, portfolio dialogue and rich task investigation; 3. Analyse the role of economic and cultural factors that impinge on families and classrooms and how parents/ carers and the wider community influence students' education; and 4. Demonstrate their educational researchfulness through the critical design and implementation of curriculum, lesson planning and associated assessment of student learning

Class Contact: Seminar 2.5 hrs Plus 20 days of supervised teaching practice.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Assignment, Critical review of professional understanding through a response to a case of education practice, 30%. Portfolio, Presentation of teaching artefacts that demonstrate a readiness to teach as summarised in the Australian Professional Teacher Standards – Graduate., 70%. Satisfactory completion of 20 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

EED8900 Education (Full-Time)

Locations: Footscray Park, City Queen, St Albans.

Prerequisites: Nil.

Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and creative skills to: a) design, develop and implement a research project/s to systematically investigate a research problem, b) develop, adapt and implement research methodologies to extend and redefine existing knowledge, c) manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Reflect on, develop and evaluate strategies for achieving their own learning and career goals;

6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.

Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

EED8901 Education (Part-Time)

Locations: Footscray Park, City Queen, St Albans.

Prerequisites: Nil.

Description: The Doctor of Philosophy (PhD) at Victoria University is VU's Doctoral Degree (Research) program, and qualifies individuals who acquire and apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more fields of investigation or scholarship. This unit contributes to the research student's progress towards the production of a thesis in an approved thesis format for independent examination by at least two external expert examiners of international standing. In this unit of study the student will be expected to demonstrate progress towards thesis completion as per the Learning Outcomes below.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Expert understanding of a substantial body of theory and its practical application at the frontier of a field of work or learning, including substantial expert knowledge of ethical research principles and methods applicable to the field; 2. Intellectual independence and cognitive skills to undertake a systematic investigation, reflect critically on theory and practice and evaluate existing knowledge and ideas, including identifying, evaluating and critically analysing the validity of research studies and their applicability to a research problem; 3. Expert cognitive, technical and creative skills to: a) design, develop and implement a research project/s to systematically investigate a research problem, b) develop, adapt and implement research methodologies to extend and redefine existing knowledge, c) manage, analyse, evaluate and interpret data, synthesising key ideas and theorising within the context of key literature; 4. Expert communication skills to explain and critique theoretical propositions, methodologies and conclusions; to disseminate and promote new insights; and to cogently present a complex investigation of originality, or original research, both for external examination and to specialist (eg. researcher peers) and non-specialist (industry and/or community) audiences through informal interaction, scholarly publications, reports and formal presentations; 5. Reflect on, develop and evaluate strategies for achieving their own learning and career goals; 6. Intellectual independence, initiative and creativity in new situations and/or for further learning; 7. Ethical practice and full responsibility and accountability for personal outputs; and 8. Autonomy, authoritative judgment, adaptability and responsibility as an expert and leading scholar.

Class Contact: Regular meetings with supervisor and participation in agreed research professional development activities.

Required Reading: To be determined in consultation with the supervisors.

Assessment: The student will demonstrate substantial progress towards completion of the research thesis through formal meetings with their thesis supervisors, who will

provide formative feedback. The unit will be assessed by the supervisory team, the College and University through 6-monthly progress reports. Thesis, Research Thesis, Pass/Fail.

EEE1100 English and Literacy

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will require university students to develop their own literacy and understanding of language to Australian Core Skills Framework level 4. Topics will include: oral language - formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and communication; language and technology; critical literacy and language in academic discourse. University students will be expected to produce practical demonstrations of literacy competence through an e-portfolio.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Understand and articulate the functions of formal and informal written and spoken language and their underlying systems;
2. Demonstrate an understanding of the relationship between language, culture and personal identification;
3. Investigate and exercise critical thinking and judgment on concepts of change, including critical literacy, technology and language; and
4. Practically apply Literacy principles to demonstrate competence at Australian Core Skills Framework level 4 and ASC academic Literacy framework.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Essay, An academic essay illustrating Australian Core Skills Framework level 4 literacy in context., 50%. Journal, E-portfolio of exemplars from workshops and seminars illustrating key skills to AQF level 4., 50%. Effective word limit of 3000 words in total, or equivalent.

EEE1200 Mathematics and Numeracy

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit focuses on the University student as a learner of Mathematics and on their known mathematical knowledge to support the teaching of Mathematics in a primary school. They will appraise the level of their own understanding of the mathematical content required for teaching, and design an inquiry plan to improve their mathematical skills, knowledge and understandings. They will participate in a range of mathematical investigations designed to deepen their understanding of the Mathematics content for the primary school and beyond, in order to provide a sound foundation for the teaching of Mathematics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Assess their own understanding of the Mathematics that underpins the teaching and learning of primary school Mathematics curriculum and identify aspects of their own mathematical knowledge, understanding and confidence they would like to develop;
2. Plan an appropriate course of study to address the mathematical ideas they would like to develop;
3. Successfully complete tasks and activities relevant to the content and proficiencies of the Mathematics curriculum in the primary school;
4. Apply aspects of Mathematics to everyday life, including work and study;
5. Communicate mathematical ideas orally and in writing, demonstrate mathematical ideas visually and connect mathematical concepts and understanding across the Mathematics curriculum, other curriculum areas and in real life contexts;

and 6. Use ICT to investigate, model and demonstrate mathematical concepts and solve problems.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Suggate, J., Davis, A., & Goulding, M. (2010).

Mathematical knowledge for primary teachers. Routledge

Assessment: Portfolio, Professional Mathematics portfolio demonstrating understanding of mathematical concepts., 50%. Project, Completion of a range of in-class mathematical investigations and activities., 50%. Effective word limit of 3000 words, or equivalent.

EEE3004 Middle Years of Schooling 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Middle Years of Schooling is generally accepted as covering Years 5 to 8 in schools. These are the last years of primary and the first years of secondary education. It is also a period when students' lives undergo significant physical, emotional and cognitive changes. This unit provides the university student with a sound understanding of approaches to middle schooling that are underpinned by research. They will develop approaches to teaching students in their middle years based on the content knowledge of the university student's major specialist area. Using this specialist area they will focus on theories and learning of middle schooling and development of middle year students' literacy and numeracy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review the developmental needs associated with adolescence;
2. Analyse the principles and practices of curriculum and pedagogy for teaching students in the middle years of schooling;
3. Interrogate the curriculum, teaching and learning requirements of students in their middle years of schooling;
4. Conceptually map the guidelines, procedures and resources which support the implementation of a middle schooling curriculum; and
5. Devise middle schooling learning activities which draw on social constructivist approaches to learning, including group work, student negotiated learning, independent and small group inquiry and experiential learning relevant to students' major specialist area.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Krause, K-L, Bohner, S., Duchesne, S., & McMaugh, A. (2010). (3rd ed.). Educational psychology for learning and teaching South Melbourne: Cengage Learning Latham, G., Blaise, M., Dole, S., Faulkner, J., Lang, J., & Malone, K. (2006). Learning to teach: New times, new practices South Melbourne: Oxford University Press

Assessment: Poster, In small groups, create a digital poster to illustrate developmental considerations for students in their middle years of schooling., 50%. Report, Develop a plan for a sequence of lessons from your specialist area in which a big idea could be explored., 50%. Explanatory notes: The above assessment items are to be developed as sections within the e-portfolio that students are developing during their course of study. Effective word limit of 3000 words, or equivalent.

EEE3005 Middle Years of Schooling 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: The Middle Years of Schooling is generally accepted as covering Years 5 to 8 in schools. These are the last years of primary and the first years of secondary education. It is also a period when students' lives undergo significant physical,

emotional and cognitive changes. This unit provides university students with an opportunity to extend their awareness of the diverse learning needs of students who are in the middle years of schooling, and the demands of these learning needs on teachers, critically analysing these needs and developing innovative solutions to address the middle year demands. They will consider their approaches to teaching students in their middle years based on the content knowledge of their major specialist area. Using this specialist area, the university student will focus on issues such as the particular needs of diverse groups of students, assessment and reporting, and parental participation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Recommend and justify teaching approaches relevant for students in their middle years of schooling;
2. Evaluate units of work based on middle years curriculum, which are underpinned by social constructivist approaches to learning, such as inquiry learning, experiential learning, problem based learning and student negotiated learning;
3. Collaborate with colleagues to develop a suite of appropriate formative and summative assessment strategies for students in their middle years of schooling;
4. Advocate on behalf of students in their middle years of schooling and plan activities that encourage the development of productive relationships with parents; and
5. Critically reflect upon the curriculum and teaching approaches for students in the middle years of schooling.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S., Mitchell, J., & Mockler, N. (2007). *Learning in the middle years: More than a transition*. South Melbourne: Thomson. Killen, R. (2009). 5th ed. *Effective teaching strategies: Lessons from research and practice*. South Melbourne: Cengage Learning.

Assessment: ICT (Wiki, Web sites), Engage in a series of provocations to extend understanding of social constructivist approaches to learning that could be used in the middle years., 50%. Case Study, Devise a secondary school scenario, with links to programs/resources, on relationship-building with students and their parents/carers., 50%. ICT (Wiki, Web sites): Students engage in a series of provocations framed to extend their understanding of social constructivist approaches to learning that could be used in the middle years of schooling. Provocations should be in the context of students' major specialist area. Case study: Students devise a secondary school scenario, with links to programs and resources, which focuses on relationship-building with middle years students and their parents/carers. Also consider international approaches to middle year students. Explanatory notes: Assessment tasks to be developed as sections within the e-portfolio. Effective word limit of 3000 words, or equivalent.

EEE3006 Social Context of Teaching and Learning in Secondary Schools

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them, and that they are part of a complex socio-ecological system. The study will examine social diversity in the wider community and how this is reflected in schools and the classroom. The ways in which teachers can cater for the needs of particular students due to gender differences, Aboriginal and Torres Strait Islander backgrounds, cultural heritage and socio-economic environments will be explored. In the unit you will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their knowledge and understanding of the social, political and economic factors impacting on young people in the secondary years of schooling and identify strategies to support inclusive participation;
2. Justify the purposes of developing relationships with the wider school community and present approaches for facilitating community connections; and
3. Articulate the ways in which students' gender, family and cultural backgrounds can influence their schooling experience and identify pedagogical approaches to address these.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Essay, Essay., 50%. Other, Peer teaching & review., 50%. Effective word limit of 3000 words, or equivalent.

EEE3007 Wellbeing in Schools

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit addresses pedagogical approaches for developing academic, social and emotional wellbeing in school students. The focus of the unit is on the factors that contribute to the ability of individuals, groups and organisations to flourish in school settings working from a strengths perspective. In this unit you will explore the pedagogy involved in working with school students on approaches to developing positive emotions. Areas covered include learned optimism, character strengths, resilience, flow, positive relationships, positive communication, mindfulness, self-efficacy, confidence, goal setting, as well as social and emotional development approaches such as circle solutions. You will explore these themes in practical ways related to your own school-based experiences.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Investigate, document and critically analyse the approaches used by schools to foster the academic, social and emotional wellbeing of students in schools;
2. Develop and trial pedagogical approaches for promoting the wellbeing of school students; and
3. Critically review research based approaches to the development of academic, social and emotional wellbeing in schools.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system. Peterson, C (2006) *A Primer in Positive psychology*. New York: Oxford University Press. Seligman, Martin E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.

Assessment: Portfolio, Portfolio of reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings., 50%. Report, Report on reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings., 50%. Effective word limit of 3000 words in total, or equivalent.

EEE3008 Sustainability in the Primary Curriculum

Locations: Footscray Park.

Prerequisites: Nil.

Description: Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. It is now widely agreed that, "if humanity does not urgently change its ways, several critical thresholds may be exceeded, beyond which abrupt and generally irreversible changes to the life-support functions of the planet could occur" (UNEP GEO5, 2012). The field of Sustainability Education evolved with

the aim of providing appropriate educational responses to the world's pressing need to move towards sustainable ways of living. This unit will provide you with the basic knowledge and skills required for critically analysing environmental, socio-cultural and economic aspects of world issues. These foundational attributes will be further developed to foster competence in designing and implementing locally relevant programs that are adaptive and responsive to the needs of school communities. In this unit you will develop an understanding of the major Sustainability issues for the Earth and consider the integration of Sustainability Education across the curriculum with a focus on teaching and learning in the Primary School. This unit connects the university student with their professional experiences and supports them to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Develop and articulate their environmental and Sustainability literacy and understand and discuss major world Sustainability issues;
2. Conceptually map diverse communities' Sustainability issues;
3. Identify and evaluate Sustainability Education initiatives;
4. Develop, implement and assess a local Sustainability Education program within a range of educational settings and age groups; and
5. Design and integrate a technology based educational module in Sustainability.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, Write a critical assessment of a local Sustainability Education program., 50%. Assignment, Design a computer based Sustainability Education module for school students., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Plan and satisfactory year 3 Project Partnerships Mid-Practicum Progress Report. Effective word limit of 3000 words in total, or equivalent.

EEE3009 Sustainability in the Secondary Curriculum

Locations: Footscray Park.

Prerequisites: EEE3008 - Sustainability in the Primary Curriculum

Description: Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was nominated in 2002 as the lead agency for implementing Sustainability Education worldwide. UNESCO describes this global endeavour as a process, which allows "every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". The United Nations Implementation Scheme (2004) directs that teaching and learning of Sustainability addresses 15 key issues and the interactions between them. These issues include topics such as climate change, sustainable urbanisation, market economy, poverty reduction, natural resources, biodiversity, sustainable consumption, cultural diversity, and human rights. This unit has a focus on the teaching of Environmental and Sustainability Education across curriculum areas in secondary schools and will allow you to; (a) develop a broad understanding of major Sustainability issues; (b) develop a deep understanding of systems' interdependence and complexity; and, (c) develop the required skills to teach Sustainability through diverse pedagogies, including involving school students in active participation in their local community sustainability issues. University students will build upon their abilities to document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional

discourses which enable teachers to respond constructively to students and their learning needs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Advocate for Environmental and Sustainability literacy through their ability to understand and discuss major world sustainability issues;
2. Implement complexity and system approaches to dealing with sustainability issues;
3. Design environmental education units for secondary school students, including teaching modules;
4. Implement Sustainability Education within various disciplines and contexts, across school curriculum; and
5. Competently teach sustainability using diverse approaches and pedagogies.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, A critical assessment of a local Sustainability Education program., 50%. Project, Design and trial of a Sustainability Education activity for secondary school students., 50%. Hurdle tasks: Satisfactory completion of year 3 Applied Curriculum Project Report and satisfactory year 3 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

EEE3011 Digital Life & Learning

Locations: Footscray Park.

Prerequisites: Nil.

Description: The rise of digital media has changed the way young people discover, use and share information. This unit will analyse the impact that social media and other forms of new technology have on the social, cultural and educational development of young people. Social media refers to social network sites, video sharing sites, blogging and micro blogging platforms, and related tools that allow young people to create and share their own content. Issues such as digital identity, safety and play in the context of social media and games will be central to this unit of study. Through a combination of hands-on workshops, critical analysis and projects the university student will be encouraged to build their understanding of, and familiarity with, these emergent technologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate the major impact that digital media and new technologies have on a young person's learning and identity development;
2. Integrate an understanding of Australian legislation regarding new technologies, and the ethical implications of social digital interactions, into curriculum and pedagogy;
3. Identify, evaluate and integrate new technologies and digital media into traditional education techniques and pedagogical approaches across the curriculum; and
4. Elucidate how online social interactions and currency can play a role in classroom and student behaviours.

Class Contact: Lecture 1.0 hr Tutorial 2.0 hrs

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Assignment, Digital Artefact., 50%. Project, Research Project or as negotiated., 50%. Effective word limit of 3000 words, or equivalent.

EEE3012 International Teaching and Learning Contexts 1

Locations: Footscray Park.

Prerequisites: College permission required

Description: This unit adopts a Praxis Inquiry approach to teaching and learning and is designed for university students to undertake an approved international opportunity as part of their course. This may be through participation in an organised short-term

study tour to a specified country for the purpose of completing a placement, or completing an exchange (or a short course) at an overseas institution where they engage in a unit of study about education in that country. The focus of this unit is for the university student to begin to gain an understanding of their own cultural values and then explore the language, culture, and education system of the country that they are visiting, by engaging in reflection about a series of real-life intercultural teaching and learning experiences. The university student will therefore begin to develop an awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. This will support and enable the university student to teach learners with diverse cultural, linguistic, and religious backgrounds. All applications to undertake this unit must first be approved by the course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; and 2. Critically evaluate skills in the implementation of pedagogical approaches for diverse cultural classrooms and within an international context. 3. Actively participate in an international Project Partnership experience and engagement in reflexive practices.

Class Contact: Study tour delivered in burst mode in an off-shore setting

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, Lesson Plans: University students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: University students will complete a Praxis Inquiry journal to reflect on their experiences., 60%. Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

EET3013 International Teaching and Learning Contexts 2

Locations: Footscray Park.

Prerequisites: College permission required

Description: This unit is designed for pre-service teachers undertaking approved international opportunities as part of their course. This may be through participation in an organised short-term study tour to a specified country for the purpose of completing a placement; or completing an exchange (or a short course) at an overseas institution where the university student will engage in a unit of study about education in that country. The focus of this unit is for the university student to engage in more sophisticated reflection about a series of real-life intercultural teaching and learning experiences, and to mentor their peers in diverse cultural and pedagogical settings. They will develop a broader awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. These skills will enable them to teach learners with diverse cultural, linguistic, and religious backgrounds, as well as developing intercultural skills and knowledge amongst Australian students. All applications to undertake this unit must first be approved by your course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; 2. Critically evaluate the implementation of pedagogical approaches for diverse cultural classrooms within an international context; and 3. Actively participate in an international Project Partnership experience and engage in reflexive practices.

Class Contact: Study tour delivered in burst mode in an off-shore setting

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Report, Lesson Plans: Students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: Students will complete a Praxis Inquiry journal to reflect on their experiences., 60%. Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

EFT2001 Food Science and Technology Education

Locations: Footscray Nicholson.

Prerequisites: ABB1502 - Learning the Service of Food and Beverage

Description: In this unit university students participate in experiences to understand changes in food and investigate the concepts of palatable food through sensory evaluation. University students will develop an understanding about the science of food and related technologies to inform delivery within school contexts and the key learning area of Technology. There is a focus on physical and chemical changes to food such as the impact of cold and heat; aeration; pH and specific preparation techniques; and how proteins, carbohydrates and fats both change and develop specific products and dishes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish ways to use and change ingredients and techniques for specific outcomes; 2. Conceptualise and evaluate food production for intended outcomes; 3. Analyse how specific physical and chemical change in food occurs; 4. Investigate a range of techniques to develop particular food products; 5. Connect food science to specific characteristics of food products.

Class Contact: Online modules 12 x 1 hour; Practicals: 12 x 2 hours (Total 36 hours)

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Research Paper, Investigation of a specified food including preparation and production techniques for food products and sensory criteria, 35%. Workshop, Creation and testing of recipes during food clinics that explore changes in food, 15%. Case Study, Presentation of annotated reflections about changes to food through physical or chemical change and/or to develop palatability, 50%. Minimum effective word limit of 3000 words in total, or equivalent.

EFT3001 Design and Technology Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit, university students participate in product design processes and develop critical insights about design. The process of developing a product design requires a range of skills, abilities and resources. The provision of opportunities related to product design and technology is based on several understandings about: systematic approaches - the conceptualisation and evaluation of ideas and how their subsequent production can be organised in logical ways; multifaceted and multidiscipline perspectives - the production of two and three-dimensional products requires understandings of art, science and technology; and principles of sustainability and innovation - as a response to social and cultural imperatives and

with a history (past and current) that informs the near future.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Distinguish ways to conceptualise and evaluate innovation, concept development and production;
2. Analyse how design and product development is influenced by context;
3. Investigate a range of approaches to two and three-dimensional products;
4. Connect design and product development to the fields of art, science and technology;
5. Evaluate design and product development for cogence with sustainability principles;
6. Compare innovations within their social and cultural contexts; and
7. Investigate the timelines of innovations to inform their developmental possibilities.

Class Contact: Lectures: 12 x 1 hour; Practicals: 12 x 2 hours (Total 36 hours).

Required Reading: University students will be provided with an up-to-date reading list via the VU Collaborate system.

Assessment: Research Paper, Investigation of the social and cultural context of an innovation and identification or predication of its impact in the near future (1000 words), 30%. Report, Evaluation of systemic approaches for innovation and product development (800 words), 25%. Case Study, Presentation of annotated reflections and reflections about product design and development of a selected artefact to (1200 words), 45%. Minimum effective word limit of 3000 words in total, or equivalent.

ESP2000 Professional Literacies

Locations: St Albans.

Prerequisites: Nil.

Description: The unit will provide students with an understanding of professional literacies. Professional literacies from the following discipline areas of education, health, aged care, arts, youth work, community work and social work will be examined. Students will engage in professional writing and reporting, develop curriculum specific to a range of discipline areas and be aware of pedagogical practices for diverse learners. Students will develop an understanding of theoretical frameworks aligned with professional learning and will develop 21st Century communication skills when interacting with a range of community stakeholders.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Demonstrate an awareness of theories associated with the term professional literacies;
2. Understand, implement and evaluate the benefits of using communicative and collaborative skills when working with diverse learners and communities; and
3. Develop initial understanding of the professional report processes within the human service industry.

Class Contact: Thirty-six (36) hours for one semester comprising a three hour seminar made up of face to face teaching and online activities

Required Reading: A reader will be provided to students .

Assessment: Assignment, Review of human service theories literature, 20%. Presentation, Small Group project related to the use of professional literacies in two contrasting human service industries, 50%. Report, Critique human services report, 30%. Total equivalence word equivalence is 3-4,000 words Assignment: Students will be asked to review relevant literature tied to the field of human services and to review the theoretical frameworks that are presented by each of the authors. Presentation: In small groups, students will investigate an area related to human services. At the conclusion of this project students will be required to present their project to the rest of the class. Report: Students will be asked to examine and critically reflect upon a human services report. The critique will be submitted in the

form of a report. The report will demonstrate key understandings of report writing structures associated with one area of human services.

ESP2001 Making the Conditions for Learning: Ethical and Reflexive Practice

Locations: St Albans.

Prerequisites: Nil.

Description: This unit provides students with a deeper understanding of the nexus of education and care in social pedagogy. It aims to develop an understanding of ethical and reflexive practice as necessary conditions for learning and educating in social contexts. Students engage with issues of ethical and reflexive practice through case study dilemmas and their collaborative work in small teams. Working from an organisational brief, teams negotiate and plan a project in social pedagogy. Through project related site visits students develop a broad understanding of professional ethical codes, organisations' procedural ethics and everyday virtue ethics of listening, communicating care and strength-based pedagogy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design and use appropriate ethical frameworks in practice;
2. Construct an ethically justifiable position in relation to taking action in a social pedagogic setting;
3. Communicate orally and in writing in ways that are respectful, empathetic, persuasive and professional;
4. Articulate the importance of reflexive practice and demonstrate a range of ways of undertaking reflexive practice; and
5. Critically reflect on and engage in ethical discussions and problem solving in teams.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials and online activities.

Required Reading: A reader will be provided to students as part of their e-learning resources.

Assessment: Journal, Reflection log, 40%. Essay, Structured controversy: Present a justified ethical response to a practice-based scenario, 30%. Report, Group Project Proposal, 30%. Total word equivalence is 3-4,000 words Journal: Reflection log: Individual, semi-structured log of weekly reflections on practice; including a critical summary of learning, with a focus on team work, and integrating relevant theory. Essay: Structured controversy: Present a justified ethical response to a practice-based scenario. Report: Group Project Proposal: A plan responding to an organisational brief, that identifies project aims, relevant context, organisational needs, ethical procedures and code of practice and team roles and responsibilities. .

ESP2002 Multi Literacies

Locations: St Albans.

Prerequisites: ESP1005 - Personal and Quantitative Literacies

Description: This unit is the second unit designed to further develop undergraduate qualities that specifically focus on expressions of inquiry, reflective practice in academic literacy, working autonomously and collaboratively, and understanding research methodologies applied in context. This unit is designed to develop literacy and quantitative literacy in the context of health and social issues. Taking as a starting point the creation of discourses around specific social/health issues in the public domain, students are scaffolded in developing first a critical awareness of how these discourses shape our understanding of the issues; then how our thoughts and feelings regarding policy decision making occurs; culminating in an original study that addresses an issue of the students' choice. Literacy and numeracy are taught in parallel each week with a devotion to a specific theme in which controversial and ethical dilemmas are embedded. Themes addressed include: the language of physicality; diet, appearance, activity, well-being; discourses of size and shape and ability in Australia; medicalization of social issues; policy making. Study skills

developed throughout include critical reading and writing, numerical capability through practice, reflective practice in academic literacy, understanding case study, working autonomously and collaboratively, and understanding research methods. In this unit students also investigate, interpret and produce numerical and statistical information.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Apply the protocols of study, including meeting deadlines, observing appropriate academic conventions, is aware of academic conduct and misconduct;
2. Communicate orally and in writing in ways that are pleasant, respectful, persuasive, empathetic;
3. Demonstrate understanding of and uses academic resources effectively, including the library, internet;
4. Demonstrate personal effectiveness in literacy and in numeracy; and
5. Choose and use an appropriate medium for communicating, personally and professionally, both orally and in writing.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials and online activities.

Required Reading: LibGuide Harvard Referencing style

Assessment: Develop a portfolio that illustrates a particular aspect of health or a social issue in Australia. This will include: Literature Review, Undertake a Literature review of Academic and popularist sources of the context in Australia and possibly internationally, 30%. Other, Survey of available data regarding (i) extent and (ii) interventions, 20%. Case Study, Case study illustrating this application of case methodology and methods, 20%. Portfolio, The portfolio will consist of the above together with a concluding commentary, 30%. Total word equivalence is 3-4000 words Hurdle task: Weekly reading task Hurdle task: Weekly personal practice with number applied in context.

ESP2004 Making the Conditions for Learning: Socially Inclusive Pedagogy

Locations: St Abans.

Prerequisites: Nil.

Description: This unit provides students with a deeper understanding of the role of education in personal and community liberation within a social pedagogy framework. It aims to develop an understanding of socially inclusive pedagogical practices as necessary conditions for learning and educating in social contexts. Students critically engage with issues of social exclusion and inclusion through case studies and their collaborative work in small teams. Working from an organisational brief, student teams implement a project in social pedagogy. Through project related site visits and consultation with relevant stakeholders students develop a deeper understanding of the social and cultural dimensions of learner and educator identities, strength-based and culturally responsive practices and skills in working with people to foster participation, dialogue and collaboration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Scrutinise socially inclusive elements of social pedagogy including principles, perspectives and practices that are strength-based, holistic, inclusive and culturally responsive;
2. Differentiate and understand modes and levels of consultation as social research methodologies;
3. Communicate orally and in writing in ways that are respectful, inclusive, persuasive and professional;
4. Demonstrate and critically appraise skills of working with people;
5. Analyse and evaluate current research and draw conclusions for taking action in a professional or cultural setting; and
6. Solve problems in practice through critical analysis and reflexive responses to feedback.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials, on-site project and online activities.

Required Reading: A reader will be provided to students as part of their e-learning resources.

Assessment: Other: Using relevant criteria, annotate an activity plan to identify (i) elements of socially inclusive pedagogy, with a focus on social and cultural needs and interests of learners, and (ii) how the selection of these elements was informed by the stakeholder consultation. Journal: Self-appraisal of working with people skills: Reflexive evaluation of participation in activity implementation; identifies strengths and areas for improvement; proposes concrete steps for professional learning. Other, Annotated activity plan, 30%. Project, Socially inclusive planned activity, 50%. Journal, Self-appraisal of working with people skills, 20%. Total word equivalence 3-4,000 words Project: Socially inclusive planned activity: This task assesses the third phase of the team-based action learning project. In small teams, students implement a planned activity in a community or human service setting. The activity plan (written) must provide an account of how the team has incorporated the formative feedback of stakeholders and host organisation supervisor from phase 2. Implementation of the activity must demonstrate specified skills in working with people: facilitating identification of common ground; drawing on participants' life experience, cultural knowledge and personal strengths; conducting dialogue with cultural responsiveness; incorporating relevant resources. This task is co-assessed by the student team (self assessment) and tutor. .

ESP3001 Assessment and Evaluation

Locations: St Abans.

Prerequisites: Nil.

Description: In this unit students develop their understanding of the what, why and how of assessment and evaluation, using theoretical and practice frameworks relevant to social pedagogy. The unit explores the links between learning, assessment and evaluation, organisational contexts, communities of practice and social justice. Conventional and innovative methods of assessment and evaluation are critically examined through readings, class discussion and debate and review of a range of research and practice-based exemplars. Students gain experience in designing assessments and evaluations for educational programs in community and human services. These processes are personalised to students' own learning pathways through self-assessment and reflexive evaluation of attainments and professional learning goals.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate an understanding of theories, research and regulatory frameworks that inform practices of assessment and evaluation in community and human service contexts;
2. Commentate on principles, practices and procedures of assessment and evaluation, drawing on relevant theory and research;
3. Articulate an informed position in relation to differing practices for social justice in the context of a small scale investigation generated from a professional setting and culture;
4. Clarify and apply research methods appropriately in a specific and supervised context to investigate an issue of concern or interest; and
5. Adapt and apply an appropriate medium for communicating, personally and professionally, both orally and in writing.

Class Contact: Thirty-six (36) hours for one semester comprising a three hour seminar made up of face to face teaching and online activities

Required Reading: Wadsworth Y (2011) 3rd ed Everyday evaluation on the run Walnut Creek CA: Left Coast Press Wenger E, Trayner B & De Laat M (2011) Promoting and assessing value creation in communities and networks: A conceptual framework Netherlands: Ruud de Moor Centrum Supplementary readings will include journal articles, book chapters, websites and programs accessed from organisations

and online.

Assessment: Assignment, Social Pedagogy Self-Assessment, 30%. Report, Resource book chapter Report, 40%. Assignment, Assessment and evaluation design, 30%. Total word equivalence is 3-4,000 words Assignment: Audit of skills, prior learning and educational pathways, related to a community/human services career Report: Small Group project: Critical description of assessment and evaluation strategies with practice exemplars and a commentary that justifies choices and integrates social justice principles, theory and research Assignment: Research-based task in pairs. Design assessment and evaluation for a chosen program and explain: (i) how the approach responds to regulatory requirements; (ii) the aims and procedures for implementation; and (iii) the audit trail that shows the validity of the process. .

ESP3002 Understanding Processes of Innovation

Locations: St Abans.

Prerequisites: Nil.

Description: This unit provides students with an understanding of innovation, its theory and practice in community and human services, in educational settings. Through examination of models and processes of innovation in research and case studies, students develop their knowledge of change and enhance their capacity to engage with innovation as leaders and collaborators. The unit builds understanding of innovation in local and global contexts as processes of everyday praxis, learning organisations, social and professional networks and social movements. The unit examines the role of learning environments, action learning and the uses of media for social innovation and change management in social pedagogy contexts. Students examine the development and application of criteria for sustainable change as situated in the broader political ecology and policy environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate how existing research may be used in informing practice; 2. Interrogate processes and criteria of educational innovation in community and human service contexts; 3. Critically review attributes and skills for leadership and collaboration; and 4. Critically evaluate the impact of the educational and social policy environment, and statutory and professional regulatory frameworks on communities, human services and processes of innovation.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials and online activities.

Required Reading: A reader will be provided to students as part of their e-learning resources.

Assessment: Literature Review, Examine current models and criteria of educational innovation in community and human service contexts., 40%. Essay, Discuss the role of the educator in leading and collaborating for social innovation in community and human service contexts, 60%. Total word equivalence is 3-4000 words Literature review: Examine current models and criteria of educational innovation in community and human service contexts. Review specific processes of innovation within these approaches and evaluate the contribution of learning environments and uses of media to achieving valued change outcomes. Essay: Drawing on case studies from research, discuss the role of the educator in leading and collaborating for social innovation in community and human service contexts. The essay must include an account of the context of innovation, including relevant policy, regulatory frameworks and the participation of specific groups. The essay must appraise the attributes, skills and capacities necessary for leadership and collaboration, using relevant criteria drawn from theory and practice.

ESP3003 Interprofessional Collaboration

Locations: St Abans.

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Prerequisites: Nil.

Description: This unit examines interprofessional work of educators in community and human service sectors. The unit provides understanding of models and theory of interprofessional collaboration in the context of policy orientations to social inclusion and the emergence of models of 'joined up' services. The unit investigates the benefits and challenges of interprofessional collaboration from a range of perspectives with a focus on the role of educators as members of interprofessional teams and partnerships. Through case studies, research and review of their own professional and interprofessional experience, students develop their knowledge of different disciplinary approaches of professionals in community and human service sectors and processes that enhance interprofessional relationships, purposes and practices. Students examine and reflect on the implications of interprofessional practice for educators in community and human service contexts including relevant skills and capacities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically appraise ability to work in teams, in partnership and inter-professionally and contribute to their establishment and effectiveness for the purpose of specific action; 2. Elucidate relevant theory, research, workplace structures, roles, policies, professional frameworks and codes of conduct for interprofessional collaboration; 3. Transfer knowledge of human development and learning in a variety of contexts across sectors (such as community, health, children's, youth, family and senior services); 4. Communicate orally and in writing in ways that are ethical, professional, respectful, persuasive and empathetic; and 5. Evaluate professional and interprofessional experience in order to provide evidence of achievements.

Class Contact: Thirty-six (36) hours for one semester comprising lectures, tutorials and online activities.

Required Reading: A reader will be provided to students as part of their e-learning resources.

Assessment: Case Study, Construct a research and fieldwork based case study of a social pedagogical program that would potentially benefit from interprofessional collaboration, 40%. Essay, A reflexive appraisal of interprofessional work based on discussion with colleagues in an interprofessional forum, 40%. Journal, A reflexive self-appraisal of skills for teamwork, leadership and interprofessional collaboration, 20%. Total word equivalence is 3-4000 words. Case Study: Construct a research and fieldwork based case study of a social pedagogical program that would potentially benefit from interprofessional collaboration. Analyse the case study to explain which professions should be represented in the interprofessional team; and how the different disciplinary approaches could benefit learners. The analysis should draw on relevant models and research. Essay: A reflexive appraisal of interprofessional work based on discussion with colleagues in an interprofessional forum: Critically compare the approaches to human development and learning evident in two professional perspectives articulated in the interprofessional forum. Draw on relevant disciplinary theory. Journal: A reflexive self-appraisal of skills for teamwork, leadership and interprofessional collaboration, identifying strengths and areas for future development and concrete steps they may take towards these goals. .

ESP3004 Action Learning Project and Placement

Locations: St Abans.

Prerequisites: Nil.

Description: This unit aims to develop educational practice and deepen appreciation of the complexity and rewards of being an educator in community and human service contexts. Through practical experience of being an educator in the organisational context, students deepen their understanding of the educator role, relationships with

learners, programming and the specific sector (eg. family services; community education; aged care; community health). Through an action learning project that focuses on a specific dimension of social pedagogy (eg using specific pedagogical methods; cultivating relationships with learners; program or resource development), students deepen their understanding and strengthen skills in the development of practice based in critical inquiry, research, reflection and evaluation. Students are supported in their placement and undertaking of the action learning project through workshops pre-, during and post-placement and an online peer discussion forum. Students undertake 2 days of orientation and a six-week placement, three days per week, in a community or human service organisation. Students take responsibility for assigned components of an educational program or project within the organisation, and a related action learning project. Students negotiate a professional learning plan with their host organisation and receive a report on their placement from their field supervisor which assesses their understanding, skills and completion of specific tasks according to the negotiated learning outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Contextualise relevant professional regulatory frameworks, workplace structures, roles, policies and codes of conduct and demonstrate capacity to work within these parameters;
2. Apply knowledge of human development in social and organisational contexts of education and articulate the connections between well-being and learning and how these manifest in specific situations;
3. Critically review a small scale action learning project, using research methods appropriately in a specific and supervised context to investigate an issue of concern or interest that is generated from a professional setting;
4. Elucidate the outcomes and value of strength-based, holistic, inclusive and culturally responsive modes of education and the benefits of using practical, recreational and creative skills when working in social pedagogic settings;
5. Critically evaluate the experience of the placement and action learning so as to show understanding of theory, social justice principles and ethical frameworks in action and evidence of achievements; and
6. Critically appraise personal and professional skills of working with people, ability to operate reflexively in practice and to solve problems through critical analysis.

Class Contact: Placement: 20 days including 2 days Orientation; students participate in one preparatory and one post-placement workshop on campus and 2 online workshops during placement

Required Reading: A reader will be provided to students as part of their online resources.

Assessment: Assignment, Action learning plan, 30%. Report, Action Learning report, 70%. Total word equivalence is 3-4,000 words Hurdle task: Completion of a negotiated learning plan. Negotiated learning plan is developed with and assessed by the field educator in the placement organisation; assessed as Satisfactory or Unsatisfactory Assignment: Action learning plan: Details the placement-based focus of inquiry including contextual and organisational regulatory factors, aims and methodology Report: Action Learning report: Details the implementation of the plan, how it informed subsequent practice during placement and implications for professional educational practice .

ETP5001 Language and Literacy in the Primary Years 1

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit consists of two interrelated components of study. In part one of their study, preservice teachers investigate language and literacy conventions as they correspond to the development of reading, writing, listening, speaking, viewing, and creating texts. Preservice teachers will develop a strong disciplinary understanding of

language comprehension, grammatical and vocabulary conventions and language / communications use and function to develop their pedagogical knowledge and skills across the English curriculum strands of language and literacy in social contexts. The study of literacy education in the primary years is framed by praxis inquiry that enables preservice teachers to reflect on their personal literacies, skills, knowledge and understanding of theoretical, philosophical, and practical approaches to the teaching of language and literacy and the concepts, conventions and structures of English to be taught to students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Design and construct a self-assessment plan for assessing personal literacy skills and implement a personal plan of remedial action for improvement;
2. Critically reflect on pedagogic knowledge of Language and Literacy conventions required in Literacy Education in the Primary Years;
3. Evaluate models of language and literacy development and the types of teaching and learning practices and activities that are successful in improving students' literacy; and
4. Design and construct a digital 'class ready' portfolio to assist students in developing mastery and use of language conventions, techniques, modes of communication and forms of representation in virtual and traditional text contexts and situations.

Class Contact: Seminar 2.5 hrs

Required Reading: Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2014). *Literacy in Australia. Pedagogies for Engagement*. Milton, Queensland: John Wiley & Sons. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Diagnostic assessment of personal and professional literacy content knowledge., 10%. Project, Participation in weekly activities to develop content knowledge for effective teaching of language and literacy., 50%. Journal, Critically reflect on models of language and literacy development in the primary years., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5002 Language and Literacy in the Primary Years 2

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores multidimensional aspects of literacy education and the acquisition of literacy skills by critically investigating the organisation of traditional literary texts (books) and contemporary digital / virtual texts to develop an understanding of compositional techniques, forms of representation, composition features of text based and graphical / visual images for communicating to different audiences, purposes and contexts. Preservice teachers build their repertoire of knowledge of literacy pedagogies and concepts to enable them to integrate theory and practice when planning to teach literacy across the curriculum. They investigate models for creating texts, reading, writing, listening, oral and other forms of communication. Preservice teachers also investigate curriculum and assessment rationale informing informal, formal diagnostic, formative, and summative approaches to assessing student learning in literacy across the continuum when responding to diverse learners' needs and abilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Critically review current practices for teaching and assessing Language and Literacy in the Primary Years;
2. Evaluate and design effective teaching and learning strategies to develop students' confidence and abilities to use language effectively and efficiently across the literacy continuum, including literacies required of 21st century learning;
3. Design and evaluate assessment strategies that will be used

to provide appropriate feedback to students about their literacy learning; including Aboriginal and Torres Strait Islander backgrounds; 4. Appraise and critique key debates, principles, theories, approaches to literacy teaching and learning for culturally and academically diverse learners, needs and abilities, including students of Aboriginal and Torres Strait and different cultural and language backgrounds; 5. Compose and authenticate evidence of personal and professional literacy content knowledge and high-quality pedagogical skills for effective teaching; and 6. Design and evaluate effective learning and teaching of knowledge and skills across the literacy continuum, including providing forms of appropriate feedback to students about their literacy learning.

Class Contact:Seminar2.5 hrs

Required Reading:Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Presentation, Give an oral (15 minutes) presentation on an aspect of the Language and Literacy curriculum in the Primary Years (reading, writing, oracy)., 20%. Assignment, Plan, resource, and reflect on the delivery of a scheme of work to include a sequence of lessons differentiated for learners of different abilities., 50%. Poster, Poster presentation of professional learning linked to the development of literacy pedagogy., 30%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5003 Teaching and Learning Primary Mathematics 1

Locations:Footscray Park.

Prerequisites:Nil.

Description:Preservice teachers are introduced to effective mathematical teaching approaches, models and strategies used by primary teachers to enhance student learning of mathematical content, concepts and reasoning. The mathematical content focus in this unit relates to measurement and geometry, statistics and probability. Preservice teachers reflect on their mathematics and numeracy knowledge to develop personal levels of proficiency when planning, structuring and implementing learning programs that correspond with students' diverse learning needs and abilities and curriculum content strands.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to: 1. Critique and analyse the principles and practices of curriculum and pedagogy for teaching mathematics to primary school students; 2. Construct a plan of teaching and learning designed to develop students' mathematical and numeracy confidence which will counter misconceptions about mathematics and numeracy abilities; 3. Evaluate a range of teaching and learning approaches used by primary teachers to enhance mathematical and numeracy fluency, logical reasoning, analytical thought and problem-solving skills; and 4. Critically review and evaluate a selection of learning and teaching theories, processes and activities that assist the development of students' mathematical and numeracy capabilities in order to teach number and algebra to primary school age students.

Class Contact:Seminar2.5 hrs

Required Reading:Reys, R.E., Lindquist, M.L., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. (2012). 1st Australian edn. *Helping Children Learn Mathematics*. Melbourne: John Wiley. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Assignment, Respond to how you would implement teaching and learning strategies that assist students to develop confidence in mathematics and numeracy., 20%. Presentation, Plan, evaluate and present a multi-lesson unit for teaching mathematical literacy in a primary school setting., 40%. Review, Review

gathered information to respond to questions relevant to Mathematical content knowledge., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5004 Teaching and Learning Primary Mathematics 2

Locations:Footscray Park.

Prerequisites:Nil.

Description:Preservice teachers develop their knowledge of effective teaching of mathematics curriculum and pedagogy in the primary years of schooling. They explore their knowledge of the content and proficiency strands of Number and Algebra, Measurement and Geometry and Statistics and Probability to design and produce creative teaching and learning strategies that enhance students' confidence in using mathematics in everyday life. Preservice teachers also investigate interdisciplinary priority areas of environment and sustainability, Asian-Pacific and Aboriginal and Torres Strait Island perspectives when implementing twenty first century mathematics / numeracy across the curriculum. They review curriculum and national testing requirements for assessing students' mathematics literacy and proficiency in the primary years, including NAPLAN in learning how formative and summative assessment can productively improve student learning.

Credit Points: 12

Learning Outcomes:On successful completion of this unit, students will be able to:

1. Analyse and evaluate a range of approaches to twenty first century mathematics / numeracy education in the primary years including digital learning and teaching with digital technologies; 2. Design and implement strategies that motivate and develop students' mathematical reasoning, problem solving, and understanding of mathematical concepts, conventions and applications in real world situations; 3. Exhibit an understanding of mathematics / numeracy content strands when planning to implement and teach purposeful lessons and activities that enhance students' mathematical / numeracy proficiency and support diverse learners; 4. Assess the learning and development students have achieved through the teaching approaches and learning activities conducted in the mathematics curriculum; and 5. Analyse and implement appropriate learning and teaching strategies that take account of sustainability, environmental, Aboriginal and Torres Strait Island perspectives to develop students' mathematical, social and cultural understanding.

Class Contact:Seminar2.5 hrs

Required Reading:Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 3rd edn, *Teaching primary mathematics French's Forest NSW*: Pearson Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment:Exercise, Investigate and report how real life experiences of mathematics enhance students' understanding, confidence and development., 20%. Review, Curriculum activity: (how to prepare and manage a differentiated classroom), 40%. Assignment, Design and produce a learning plan using a range of digital technologies and activities to develop students' mathematics learning, 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5005 Primary Health and Physical Education

Locations:Footscray Park.

Prerequisites:Nil.

Description:Focusing on teaching Health and Physical Education in the Primary Years, this unit provides preservice teachers with pedagogical content knowledge and health literacy skills to facilitate primary school students' development of knowledge, skills and behaviours necessary for the pursuit of lifelong physical activity, and

strengthening of their physical, mental and social health and wellbeing. Preservice teachers will investigate trends and approaches to health and physical education and personal and social learning and will become aware of the significance of a 'strengths-based approach' in health and physical education theory and practice. The unit content will focus on understanding the current curriculum for Health and Physical Education and Personal and Social Capability in Victorian Primary Schools, strengths-based pedagogy and assessment, how this is enacted in schools and classrooms, and whole-school approaches for promoting health and wellbeing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Interpret and implement the Health & Physical Education and Personal and Social Capabilities curriculum using appropriate teaching and learning principles, procedures and resources;
2. Create individually tailored and appropriate programs that draw upon a range of teaching and learning strategies (including ICT) to cater for the diversity of assessment and reporting of young people's interests and capabilities;
3. Scrutinise and evaluate a range of resources and frameworks designed to enhance health and educational outcomes in schools and broader community;
4. Analyse a range of approaches to health literacy and social and personal capability when planning for teaching health and wellbeing learning, and whole school health promotion; and
5. Integrate curriculum requirements for literacy and numeracy, social, personal and digital learning and health, wellbeing, personal and social capabilities in Health and Physical Education.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Investigate, present and evaluate two activities for building students' physical and social skills in primary schools settings., 20%. Assignment, Analyse and evaluate inter-curriculum connections between Health and Physical Education and core curriculum., 40%. Portfolio, Design and create a 'whole of school' strategic plan targeting a contemporary health challenge., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5006 Humanities in Primary Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: Preservice teachers develop an understanding of curriculum and pedagogy required for the teaching of the primary humanities curriculum. They investigate, analyse and evaluate a range of approaches to the teaching of humanities to enable them to design and implement teaching and learning strategies that promote knowledge and skills required by students for life-long learning, social development and active and informed citizenship. Preservice teachers develop their teaching practice in the areas of History, Geography, Economics and Business, Civics and Citizenship together with cross curriculum priorities relating to Aboriginal and Torres Strait cultures and engagement with the Asian-Pacific region. They develop knowledge, capacities and multiliteracy skills appropriate to twenty-first century learning and teaching contexts.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exhibit an understanding of curriculum and pedagogy, and assessment and reporting requirements to successfully teach the primary school humanities curriculum;
2. Implement elements of the curriculum design in order to create learning programs appropriate for diverse learners, student needs and abilities;
3. Evaluate and design humanities learning activities which include the use of

technology, acknowledge globalisation and sustainability, Aboriginal and Torres Strait Islander perspectives;

4. Analyse the principles and practices of curriculum and pedagogy that are effective in humanities teaching; and
5. Evaluate and implement a range of approaches to teaching humanities in primary school settings.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Exercise, Visit a humanities related field site, evaluate the resources and review how you would integrate these when teaching humanities in primary school., 20%. Assignment, Design a humanities unit of work that includes effective use of Information and Communication Technologies., 40%. Portfolio, Design a webfolio of humanities in everyday life., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5007 Science in Primary Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: Preservice teachers develop a personal and pedagogical awareness of the importance of science in their every-day life and their understanding of curriculum and science concepts. They develop their capacities, knowledge and skills to collaboratively design science education units and learning plans that enable primary students to engage with science in the world around them. The study of Science in Primary Education is designed to strengthen connections between theory and practice so that preservice teachers can confidently plan, structure and implement learning that is responsive to students' diverse physical, social, cultural and intellectual characteristics. In addition preservice teachers are required to demonstrate a coherent body of knowledge of curriculum and assessment for the purpose of continuous improvement and development of primary students' scientific knowledge and capacities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Elucidate basic scientific concepts relevant to primary science education and understand the literacy and numeracy demands of teaching and learning science;
2. Investigate and evaluate primary science education pedagogies and resources;
3. Plan, design and adapt the efficiency of primary science learning in response to student learning needs, interests, assessment and reporting;
4. Integrate and devise Information and Communication Technologies that support the teaching and learning of science; and
5. Exhibit safe conduct practices when conducting science investigations in classrooms, school, community, and field work settings.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Visit a science-related field site to evaluate the science-related resources, and justify how to integrate these resources in teaching., 20%. Portfolio, Develop a resource of science in every-day life., 40%. Assignment, Design a science unit of work that includes effective use of Information and Communication Technologies., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP5008 The Arts and Design in Primary Education

Locations: Footscray Park.

Prerequisites: Nil.

Description: Preservice teachers are introduced to theoretical, philosophical, pragmatic

and practical perspectives related to contemporary arts and design education for primary school students. These perspectives include an introduction to arts and design curriculum, planning and pedagogies that promote quality learning and teaching of the arts and design, with a focus on the areas of music, drama, dance, visual arts and media arts. Preservice teachers also consider how these arts and design areas can productively intersect with other subject areas for effective teaching and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Exemplify pedagogical principles, and assessment and reporting practices, related to teaching both quality and effective arts and design education in primary school contexts;
2. Interpret perspectives related to arts and design education including relevant curriculum and assessment guidelines related to primary arts education;
3. Devise and formulate strategies to consider diverse student learning in and through the arts and design in primary schools; and
4. Assess and develop their own arts skills and creative practices in the arts and design as an element of their professional learning and development as a teacher.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Presentation, Students to reflect on aspects of their own teaching and learning related to arts and design education., 30%. Project, Consider curriculum and identify pedagogical approaches for teaching the arts learning areas and design for primary school students., 70%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP6001 Primary Curriculum Specialisation 1

Locations: Footscray Park.

Prerequisites: ETP6001 is a coreq or prereq to ETP6002

Description: Preservice teachers deepen their professional knowledge, skills and abilities to teach in an approved primary school specialisation. In the selected specialisation area preservice teachers undertake in-depth studies and research into primary curriculum, pedagogy and assessment. They research aspects of twenty first century teaching and learning in rapidly changing global, social, economic, environmental and technological contexts that inform content, pedagogy, curriculum and assessment of students' learning, skills, capacities and cultural understandings. Preservice teachers investigate the research-teaching-practice triangle in learning about the importance of research for teacher preparation and professional practice aimed at improving school students' learning outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Derive their own questions about students' learning and teaching approaches that relate to their chosen specialisation;
2. Investigate approaches to teaching and learning through systematic analysis of theories, research, data bases, teaching and school practices and by reflecting on their own teaching experiences;
3. Substantiate pedagogical approaches to teaching and learning in the specialisation discipline;
4. Compose research-informed and ethically appropriate methods for gathering data that can be used in classrooms for assessing and responding to students' learning needs, skills and abilities; and
5. Justify a professional understanding of the specific-discipline pedagogy, curriculum and assessment and reporting requirements.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Creative Works, Present via digital story-telling (online) a specific topic

of the discipline pedagogy under investigation., 20%. Research Paper, Research a teaching and/or learning question from knowledge of specific-discipline pedagogy., 50%. Literature Review, Construct a literature review of evidence-informed research of the specific discipline area under investigation., 30%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETP6002 Primary Curriculum Specialisation 2

Locations: Footscray Park.

Prerequisites: ETP6001 is a coreq or prereq for ETP6002

Description: Preservice teachers further develop their knowledge of their teaching specialisation by implementing the teaching and learning plan they developed in Primary Curriculum Specialisation 1 and incorporating feedback during an additional 10 day block teaching experience. In this time, preservice teachers develop ethically appropriate methods for collecting data through classroom observations, teacher feedback, assessment of students' learning and knowledge. They also collate and analyse data, expand on and refine their research skills and techniques of self-reflection and critically evaluate their own teaching and further build their professional competence, creativity, critical analysis, and problem solving ability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Implement a teaching and learning plan for a 10 day teaching experience in their specialisation;
2. Devise ethically appropriate methods for collecting data while teaching;
3. Collate and analyse classroom and evidence-informed research;
4. Interpret and respond to feedback in pedagogically constructive ways; and
5. Elucidate strengths and weaknesses of the teaching and learning plan in light of evidence-informed research, student and mentor feedback.

Class Contact: Online 1.0 hr 10 days of supervised teaching practice.

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Journal, Collate and analyse artefacts collected during a 10 day teaching experience and identify areas requiring improvement., 30%. Workshop, Attend, review and annotate relevant workshop/s for selected specialisation domain., 20%. Assignment, Submit and teach a unit of work in response to issues, processes and procedures related to the selected specialisation., 50%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

ETS5001 Critical Literacy for Diverse Communities

Locations: Footscray Park.

Prerequisites: Nil.

Description: This unit explores the integration of literacy and numeracy teaching into the secondary school curriculum. It will focus on meeting the specific learning needs of students across a range of abilities and supporting the full participation of students with disabilities and special learning needs. Literacy and numeracy can be considered as language formats that enable users to understand, investigate and change their social worlds. They inhabit the same paradigm of knowledge whereby thought and deed are dialectical aspects of thinking, acting and reflecting. As such, literacy and numeracy are epistemological processes that integrate across knowledge formation within curriculum projects undertaken by students. While accepted structural conventions and grammars of literacy and numeracy are important to engage, it is their use value in social practice that generates critical understanding of both language and the world. Pre-service teachers identify and document evidence of innovative pedagogical practices being utilised to support literacy and numeracy education within schools and other settings. In particular pre-service teachers

examine and critique curriculum and sociocultural practices, to plan for, implement and evaluate curriculum that supports the learning of all students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Analyse the learning needs of students across the full range of abilities including students with disabilities and special learning needs; 2. Critically evaluate and discuss approaches to integrating literacy and numeracy into the secondary school curriculum; 3. Demonstrate their knowledge of a range of practices to promote inclusion and cater for diversity of students

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Review, Analysis of personal understanding of literacy and numeracy, 20%. Project, Development of integrated learning activities, 40%. Presentation, Literacy and numeracy practices, 40%. A pass in all assessments is mandatory to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

ETS5002 Teacher as Practitioner and Researcher

Locations: Footscray Park.

Prerequisites: Nil.

Description: In this unit of study pre-service teachers will develop their skills as reflective practitioners collecting and analysing data to monitor the effectiveness of teaching practices and student learning. Pre-service teachers will engage in research activities that investigate, understand and critique how the world is. It will involve consideration of 'big ideas' facing humanity and how local ideas interrelate, respond and change. Through the examination of data, pre-service teachers will consider the effectiveness of school structures and policy, curriculum, lesson planning, pedagogy and assessment practices in providing support for students from different social contexts, including, students with disabilities, students from diverse socio-cultural backgrounds, and Aboriginal and Torres Strait Islander students. Pre-service teachers will reflect on different approaches to enact change, communicating findings to colleagues, students, parents and interested members of the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

1. Articulate their understanding as reflective practitioners on the use of praxis inquiry to reflect on catering for student diversity; 2. Critically engage and communicate their experience of educational practice and praxis through portfolio dialogue and rich task investigation; 3. Analyse the role of data in the development of educational structures and policy that inform curriculum; and 4. Demonstrate their educational researchfulness through monitoring and evaluating curriculum and lesson planning to support the learning of students from diverse backgrounds.

Class Contact: Seminar 2.5 hrs

Required Reading: Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

Assessment: Case Study, Case study Student diversity, 20%. Assignment, Exploration of education related data, 30%. Project, Presentation of educational practices to support student diversity, 50%. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

