

## Minor Unit Amendment(s)

Minor wording changes only

[Refer to definition of minor unit amendment](#)

<b>Unit Code:</b>	EDF4005 Productive classrooms  EDF4006 Professional engagement EDF4007 Schooling and diversity EDF4730 Professional Experience 1A EDF4731 Professional Experience 1B EDF4110 Arts education EDF4111 Business education  EDF4112 English language and literacy education EDF4113 General science education EDF4114 Health, outdoor and physical education EDF4115 Information, communication technologies and new media EDF4116 Mathematics and numeracy education EDF4117 Second language pedagogy EDF4118 Social and environmental education EDF4119 The world of Jewish education		
<b>Unit Coordinator:</b>	n/a	<b>Ext:</b>	n/a
<b>Is this a core or elective unit?:</b> <i>place X in the appropriate box</i>		<input type="checkbox"/> Core	<input type="checkbox"/> Elective
<b>DATE TO TAKE EFFECT FROM</b>	<input type="checkbox"/> Sem 1 2009	<input checked="" type="checkbox"/> Sem 2 2009	<input type="checkbox"/> Other <i>Where &lt;specify here &gt;</i>

STUDY MODE AND COURSE LOCATION			
<input type="checkbox"/> Clayton	<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Off Shore <i>Where &lt;specify here &gt;</i> <input type="checkbox"/> Cohort <i>&lt;specify here &gt;</i> <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Other <i>Where &lt;specify here &gt;</i>	<input type="checkbox"/> Peninsula	<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Off Shore <i>Where &lt;specify here &gt;</i> <input type="checkbox"/> Cohort <i>&lt;specify here &gt;</i> <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Other <i>&lt;specify here &gt;</i>
<input type="checkbox"/> Gippsland	<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Off Shore <i>Where &lt;specify here &gt;</i> <input type="checkbox"/> Cohort <i>&lt;specify here &gt;</i> <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Other <i>&lt;specify here &gt;</i>	<input type="checkbox"/> Other	<input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Off Shore <i>Where &lt;specify here &gt;</i> <input type="checkbox"/> Cohort <i>&lt;specify here &gt;</i> <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Other <i>&lt;specify here &gt;</i>
Minor changes to: <i>Please place X in the boxes to indicate which minor unit amendments you wish to make:</i>			
<input type="checkbox"/>	<b>SYNOPSIS</b>	<input type="checkbox"/> Corrections	<input type="checkbox"/> Adding text <input type="checkbox"/> Removing text <input type="checkbox"/> Other <i>&lt;specify here &gt;</i>
<input type="checkbox"/>	<b>OBJECTIVES</b>	<input type="checkbox"/> Corrections	<input type="checkbox"/> Adding text <input type="checkbox"/> Removing text <input type="checkbox"/> Other <i>&lt;specify here &gt;</i>
<input type="checkbox"/>	<b>ASSESSMENT</b>	<input type="checkbox"/> Corrections	<input type="checkbox"/> Other: <i>&lt;specify here&gt;</i> <b>NB major changes to Assessment are a "Significant Unit Amendment"</b>

### Implications

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<b>Have you consulted with other people who teach this unit?</b>
<b>If yes,</b> list the names and contact details of people consulted:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Are there any resource or Library implications?</b>
<b>If yes,</b> you will need to fill in a <b>significant amendment form.</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Does the Course Director support these changes?</b>
Course Director (s):	<b>Ext:</b>

## INSTRUCTIONS FOR HANDBOOK ENTRY

*click on word doc below to enter online handbook entry into this document*

## PASTE HANDBOOK ENTRY HERE

**Core Education Unit:** EDF4005 - Productive classrooms

**6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS,  
0.125 EFTSL**

**Undergraduate, Postgraduate Faculty of Education**

**Leader: Professor P Sullivan (Clayton), Dr A Ryan (Gippsland)**

### Offered

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Evening)

Gippsland First semester 2008 (Day)

Gippsland First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

### Synopsis

This core education unit is an introductory unit for graduate teacher education secondary students. Drawing on their learning in related units and their experience in fieldwork settings, students will develop an understanding of key elements of learning, specifically: teaching and learning; effective communication; use of ICT; literacy and numeracy; establishing effective learning environments; student motivation; and processes of classroom management. The emphasis is on exploring the rich interconnections between theory and practice, and illustrating the power of effective theories in guiding complex practice.

### Objectives

Upon successful completion of this unit, students should be able to:

1. critically examine their personal beliefs, values and experiences about teaching and learning, classroom management, communication and motivation;
2. articulate their emerging professional learning, identifying significant change moments;
3. describe, evaluate and apply a variety of classroom management and communication strategies in educational contexts;
4. recognise literacy and numeracy needs of students;
5. identify and apply processes for drawing on a range of theories and principles to create effective learning opportunities for students in a range of contexts; and
6. outline and apply processes for engaging students in their learning, especially disengaged students.

### Assessment

Assessment task 1: Reflective journal (2,000 words, 50%)

Assessment task 2: Research task (2,000 words, 50%)

### Contact hours

3 hrs per week

### Prerequisites

Successful completion of 3 years of an undergraduate Education degree; OR enrolment in Grad Dip Ed (Secondary); Or by special permission

### Prohibitions

EDF5421

**Core Education Unit: EDF4006 - Professional engagement**

**6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS,  
0.125 EFTSL**

**Undergraduate, Postgraduate Faculty of Education**

**Leader: D Corrigan (Clayton), Dr R Haworth (Gippsland)**

**Offered**

Clayton Second semester 2008 (Day)

Clayton Second semester 2008 (Evening)

Gippsland Second semester 2008 (Day)

Gippsland Second semester 2008 (Off-campus)

Gippsland Second semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit is designed to provide a transition for students as they move from teacher education into the professional practice of teaching and as such views teacher education as an important part of the induction process for engaging with the teaching profession. Students will be inducted into the notion of what it means to be engaged in the teaching profession through consideration of the nature of teachers' work. This includes the ethical, professional, industrial, legal, emotional, intellectual and physical frames of teachers' work. Students will be required to develop a sense of their personal identity; **identify and develop personal literacy, numeracy and ICT skills appropriate for professional practice;** as a teacher that builds in theoretical perspectives they have encountered.

**Objectives**

Upon successful completion of this unit students should be able to:

1. recognise the range and depth of teachers' work (the ethical, professional, industrial, legal, emotional, intellectual and physical frames of this work;
2. articulate their personal identities as teachers;
3. **further develop the personal literacy, numeracy and ICT skills appropriate for professional practice;**
4. demonstrate their knowledge and skills as a professional learner and as a member of a professional learning community; and
5. develop and document evidence of the impact of their professional practice on learning, teaching and organizational structures

**Assessment**

Assessment Task 1 - Professional Teaching Portfolio (2000 words or equivalent; 50%)

Assessment Task 2 - An investigation of professional learning by individuals within educational systems and settings. (2000 words; 50%)

**Contact hours**

3 hrs per week

**Prerequisites**

Undergraduate degree; enrolment in Grad. Dip. Ed; or by special permission

**Prohibitions**

EDF5424

**Core Education Unit: EDF4007 - Schooling and diversity**

**6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS,  
0.125 EFTSL**

**Undergraduate, Postgraduate Faculty of Education**

**Leader: Dr Jane Southcott (Clayton), Dr C Charles (Gippsland)**

**Offered**

Clayton Second semester 2008 (Day)

Clayton Second semester 2008 (Evening)

Gippsland Second semester 2008 (Day)

Gippsland Second semester 2008 (Off-campus)

Gippsland Second semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit is designed to introduce students to the societal and cultural diversity that surrounds and informs teaching in a wide range of educational settings. This unit focuses on ways in which teachers and learners self-identify: class and social background, gender, sexuality, race, indigeneity, and special learning needs including literacy and numeracy. Educational issues implicit the creation of an inclusive curriculum are considered such as combating homophobia and bullying. Students will consider education at the local, national and international level.

**Objectives**

Upon successful completion of this unit students should be able to:

1. develop an understanding of the societal diversity that surrounds and embeds teaching and learning in educational institutions;
2. critique educational policies related to the issues discussed in this unit;
3. understand the social and cultural contexts that influence education at the local, national and international level; and
4. recognise and articulate the principles of an inclusive approach to teaching and learning.

**Assessment**

Assessment task 1: Analysis and critique of an educational policy (2,000 words; 50%).

Assessment task 2: Essay (2,000 words; 50%).

**Contact hours**

3 hrs per week

**Prerequisites**

Undergraduate degree; enrolment in Grad. Dip. Ed; or by special permission

**Prohibitions**

EDF5423

## **EDF4730 Professional Experience 1A**

### **Synopsis**

In this unit, students are encouraged to reflect on their learning experiences in the secondary school context, with a focus on developing their professional knowledge, practice and engagement in line with expected professional standards. This includes knowledge of and demonstration of a professional code of ethics in their relations with students, colleagues, family members and the community. During and after the practicum, students will think about their professional learning and discuss their progressive development with their peers, school supervisors and university mentor in either face to face or online forums. They will develop a practicum folder to document their reflections and to form a record of their developing ability to reach the standards expected of graduating teachers.

### **Objectives**

Upon successful completion of this unit, which includes professional experience in schools, students will draw on their developing theoretical and practical understandings of the learning/teaching context in order to:

1. link their theoretical understandings of pedagogy and curriculum to teaching practice;
2. reflect on how resources can help to create rich and engaging learning environments;
3. reflect on and respond to advice from their peers, supervising teachers and University mentor on their development as effective teachers;
4. develop a range of teaching approaches to encourage effective student engagement and learning.

### **Fieldwork**

EDF4730 Professional experience 1A and [EDF4731](#) Professional experience 1B together require 25 days of placement

### **Assessment**

1. Satisfactory completion of supervised Practicum Program of between 10 and 15 days to a total of up to 25 days between EDF4730 Professional experience 1A and [EDF4731](#) Professional experience 1B.
  2. Practicum Experience Folder Part 1A (equivalent to 1000 words) for EDF4730 Professional experience 1A.
- All assessment is Pass Grade Only

### **Contact hours**

Students will be expected to participate in introductory sessions, practicum and debriefing sessions either through face-to-face or online forums.

## **EDF4731 Professional Experience 1B**

### **Synopsis**

In this unit, students are encouraged to reflect on their learning experiences in the secondary school context, with a focus on developing their professional knowledge, practice and engagement in line with expected professional standards. This includes knowledge of and demonstration of a professional code of ethics in their relations with students, colleagues, family members and the community. During and after the practicum, students will think about their professional learning and discuss their progressive development with their peers, school supervisors and university mentor in either face to face or online forums. They will develop a practicum folder to document their reflections and to form a record of their developing ability to reach the standards expected of graduating teachers.

### **Objectives**

Upon successful completion of this unit, which includes professional experience in schools, students will draw on their developing theoretical and practical understandings of the learning/teaching context in order to:

1. develop and reflect on strategies that demonstrate empathy, positive regard for, and rapport with students;
2. regard all students as capable of learning and demonstrate an understanding of and commitment to equity in their practice;
3. identify the prior knowledge, the learning strengths and weaknesses of students, and other factors which impact on learning;
4. develop and reflect on strategies that acknowledge and cater for diverse cultural, religious and socio-economic factors influencing students.

### **Fieldwork**

[EDF4730](#) Professional experience 1A and EDF4731 Professional experience 1B together require 25 days of placement

### **Assessment**

(1) Satisfactory completion of supervised Practicum Program of between 10 and 15 days to a total of up to 25 days between [EDF4730](#) Professional experience 1A and EDF4731 Professional experience 1B.

(2) Practicum Experience Folder Part 1B (equivalent to 1000 words) for EDF4731 Professional experience 1B.

All assessment is Pass Grade Only.

### **Contact hours**

Students will be expected to participate in introductory sessions, practicum and debriefing sessions either through face-to-face or online forums.

**Revised handbook entries for the second semester professional placement units are under development.**

## **Core Curriculum Unit: EDF4110 - Arts education**

**6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL**

**Undergraduate, Postgraduate Faculty of Education**

**Leader: Dr Jane Southcott**

### **Offered**

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

### **Synopsis**

This is a 6 point unit for students in a Graduate Diploma of Education (Secondary Education) and a Bachelor of Education. It provides an introduction to teaching in the arts and focuses on issues facing classroom practitioners. Issues such as curriculum, assessment and the development and management of effective learning episodes in the arts will be discussed. The aesthetic and creative development of the student will be discussed. Performance, display and advocacy for the arts in schools and communities will be considered. There will be a focus on the preparation and compilation of resources for current and future teaching.

### **Objectives**

Upon successful completion of this unit students should be able to:

1. develop, prepare and evaluate effective learning episodes in school arts education;
2. explore and develop instructional strategies applicable in the arts classroom such as management and occupational health and safety issues;
3. understand curriculum concepts and documentation in arts education;
4. explore and develop strategies for engendering creative and aesthetic experiences in arts education;
5. show an awareness of approaches to inclusive arts education; and
6. understand the role of arts education in school communities.

### **Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Analysis of a learning context (2,000 words or equivalent; 50%); Assessment task 2: Unit of work (2,000 words or equivalent; 50%)

### **Contact hours**

3 hrs per week

### **Prerequisites**

Undergraduate degree; enrolment in Grad. Dip. Ed; or by special permission

### **Co-requisites**

Any one of EDF4404, OR EDF4417, OR EDF4418, OR EDF4425 & EDF4426

And

Students must be enrolled simultaneously in a professional experience unit(s).

### **Prohibitions**

EDF5478, EDF5480

**Core Curriculum Unit: EDF4111 - Business education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Ms A Forsyth

**Offered**

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit consists of three modules. Module 1 will focus on what it means to be a Business educator and explore the rationale for Business Education locally, nationally and internationally. A range of Business Studies curriculum models and syllabi will be examined. Module 2 will assist pre-service teachers to develop their knowledge, skills and behaviours related to the teaching, learning and resourcing of Business Studies education programs. Module 3 will develop pre-service teachers' understandings about how to employ accountable and theoretically grounded processes to monitor and assess student learning and progress, including the use of assessment criteria.

**Objectives**

On successful completion of this unit, students should be able to:

1. understand the role and importance of Business education curriculum (including reference to Accounting, Business Management, Economics, Industry and Enterprise and Legal Studies) in the secondary school context with particular emphasis on Years 7 - 10;
2. demonstrate a capacity to draw on a range of teaching approaches, including the use of information and communications technologies, in ways that align with pedagogical intentions;
3. develop competence in planning and implementing lessons and units of work
4. design innovative teaching and learning procedures to engage and motivate students which respond to the diverse abilities and interests of all learners;
5. employ accountable and theoretically grounded processes to monitor and assess student learning and progress; and
6. select and evaluate appropriate teaching and learning resources.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Portfolio (2,000 words, 50%); Assessment task 2: Selecting appropriate resources, teaching, learning and assessment approaches (2,000 words, 50%)

**Contact hours**

3 hours per week

**Prerequisites**

Level 3, undergraduate degree, or by special permission

**Co-requisites**

EDF4401, EDF4405, EDF4413, OR EDF4427

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Core Curriculum Unit: EDF4112 - English language and literacy education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Dr G Parr and Dr W Sutherland-Smith

**Offered**

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Off-campus)

Clayton First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

Students will develop their understanding of, and capacity for, developing appropriate curriculum and pedagogy across a range of subject areas, appreciating the importance of language and literacy in schooling and students' learning. Through grounded inquiry into aspects of recent international, national, state-based curricula, and awareness of the way language and context mediate teaching and learning, students are familiarised with current practices in English language and literacy in Australia and other countries. Focus is upon language and literacy with respect to curriculum and pedagogy in Yrs 7-10 of secondary schooling, while the principles and practices are relevant to years P-12.

**Objectives**

Upon successful completion of this unit, students should be able to:

1. critically reflect upon their beliefs, ethical approaches and experiences with respect to language and literacy learning in secondary schools;
2. develop, and critically evaluate, a variety of teaching practices and communication strategies in different modes and in different teaching and learning contexts;
3. develop competence in planning and implementing lessons and units of work
4. actively participate in professional conversations about a range of issues in relation to the nature and possibilities of English language and literacy learning across different subject areas; the impact of recent language and literacy policy on curriculum, pedagogy, assessment and ethical issues in different subject areas; and professional identity of teachers who teach language and literacy in different curriculum settings.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment Task 1: A reflective autobiographical narrative (2,000 words);

Assessment Task 2: A unit of work for secondary school students (equivalent of 2,000 words)

**Contact hours**

3 hours per week

**Prerequisites**

Level 3 undergraduate degree, or by special permission

**Co-requisites**

EDF4406, or EDF4416

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5436

**Core Curriculum Unit: EDF4113 - General science education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Dr M Berry (Clayton), Dr A Ryan (Gippsland)

**Offered**

Clayton First semester 2008 (Day)

Gippsland First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit introduces students to the language, methods and major ideas useful in contemporary science teaching. Although the main focus is on the Victorian post secondary science curriculum, students will also explore science curricula from national and international perspectives. The unit will draw on concepts from constructivist theories of learning, pedagogical content knowledge and critical reflection. Emphasis will be placed on students building their understanding of science teaching through collaborative participation in a range of contexts and experiences.

**Objectives**

Upon successful completion of this unit students should be able to:

1. critically reflect on their experiences as learners of science and identify implications for their professional identity;
2. develop an understanding of a constructivist perspective on learning and its implications for science teaching;
3. become familiar with curriculum documents related to teaching science;
4. build pedagogical content knowledge through a focus on developing understanding of the relationships between content, context and pedagogical approach;
5. develop competence in planning and implementing lessons and units of work
6. become sensitized to the "real world" of the learners in their classrooms and develop an appreciation for providing learning experiences that will be meaningful to students; and
7. develop technical competence in planning and implementing units of work and lessons.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Written assignment (2,000 words, 50%); Assessment task 2: Written assignment (2,000 words, 50%)

**Contact hours**

3 hours per week

**Prerequisites**

Level 3, undergraduate degree, 4 units of tertiary science or by special permission

**Co-requisites**

EDF4402, OR EDF4403, OR EDF4419, OR EDF4420

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5458

**Core Curriculum Unit: EDF4114 - Health, outdoor and physical education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Ms Terri-Anne Philpott (Clayton), Dr Z Pawlaczek (Gippsland)

**Offered**

Clayton First semester 2008 (Day)

Gippsland First semester (Open Learning) 2008 (Open Learning)

Peninsula First semester 2008 (Off-campus)

**Synopsis**

This unit investigates teaching approaches of Health, Outdoor and Physical Education for wellbeing outcomes. This unit intends to take an integrated approach of the three distinct areas and demonstrate how they can be implemented in 7 - 10 school **curriculums**. This approach emphasizes a shift to a socio-ecological perspective. The unit highlights pedagogical practices, in particular those within the Health, Outdoor and Physical Education areas.

**Objectives**

On successful completion of this unit, students should be able to:

1. Identify how Health Education, Outdoor Education and Physical Education contribute to a socio- ecological understanding of education;
2. Critically analyse the theories of Health and Outdoor Education and Physical Education curriculum construction, interpretations of wellbeing, and elements of integration;
3. Identify and apply effective and innovative approaches to teaching within an integrated 7-10 curriculum, drawing from topics within Health, Outdoor Education and Physical Education, for wellbeing;
4. **develop competence in planning and implementing lessons and units of work**
5. Identify and utilize child development theories, classroom materials, and the wider learning environment to create opportunities for diversity in teaching and learning where wellbeing is the intended aim; and
6. Develop their ability to identify and apply ethical reasoning in the teaching of health, outdoor or physical education from examination of issues facing teachers.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Written assignment (2,000 words, 50%); Assessment task 2: Written assignment (2,000 words, 50%)

**Contact hours**

3 hrs pw

**Prerequisites**

Level 3, undergraduate degree with a minor sequence in Health, Physical Education or Outdoor Education.

**Co-requisites**

EDF4409, OR EDF4422, OR EDF4423

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5482, EDF5485, EDF5490

**Core Curriculum Unit: EDF4115 - Information, communication technologies and new media**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Dr Bernard Holkner

**Offered**

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

The unit provides students with the opportunity to apply and assess appropriate educational applications of technology across the secondary school curriculum. A particular focal point addresses the use of technologies in order to represent understandings, conceptualise and manage ideas. A second focus of the unit is to engage critically with the impacts of technology in society and education in ways that can impact the broader school curriculum. Students will gain familiarity with the information resources and facilities available to teachers, and gain experience with the different ways in which information technology can be structured in schools.

**Objectives**

Upon successful completion of this unit, students should be able to:

1. understand and appreciate the various applications of technology in learning and teaching;
2. critically evaluate the impacts of information and communication technologies in education and society;
3. apply their skills in using suitable technologies to manage teaching and learning;
4. understand and appreciate practical issues in implementing information technology programs into school settings;
5. [develop competence in planning and implementing lessons and units of work](#)
6. [recognise the centrality of literacy and numeracy for effective use of ICT](#);and
7. explore and develop strategies for collegial cross-curriculum teaching using information and communication technologies.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: A resources database (3,000 words, 70%); Assessment task 2: Written assignment (1,000 words, 30%)

**Contact hours**

3 hours per week

**Prerequisites**

Level 3, an undergraduate degree

**Co-requisites**

EDF4410

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5456

**Core Curriculum Unit: EDF4116 - Mathematics and numeracy education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Assoc.Prof. H Forgasz (Clayton) T Barkatsas (Clayton)

**Offered**

Clayton First semester 2008 (Day)

Clayton First semester 2008 (Off-campus)

Clayton First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

In this unit students will be introduced to a range of issues associated with being a secondary mathematics and numeracy teacher. Issues examined include: how children learn mathematics; contemporary mathematics curricula; theories informing the approaches to mathematics teaching advocated; planning to teach mathematics; and locating resources. These issues are examined through a consideration of a range of content areas within the years 7 -10 curriculum.

**Objectives**

Upon successful completion of this unit, students should be able to:

1. understand and appreciate the role of mathematics and numeracy in secondary schooling;
2. develop and apply knowledge of teaching styles, resources and assessment methods for mathematics;
3. explore the needs of diverse groups of students and consider the range of factors that can influence learning outcomes, including literacy and ICT needs;
4. develop competence in planning and implementing lessons and units of work
5. investigate and evaluate a variety of aspects of school mathematics pedagogy; and
6. examine and evaluate mathematics curriculum documents and their underpinning principles.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Analysis of learning (2,000 words, 50%); Assessment task 2: Reflection and analysis from fieldwork placement (2,000 words, 50%)

**Contact hours**

3 hours per week

**Prerequisites**

2 units of first year tertiary level mathematics or by special permission

**Co-requisites**

EDF4116

And

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5454

**Core Curriculum Unit: EDF4117 - Second language pedagogy**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Dr Margaret Gearon

**Offered**

Clayton First semester 2008 (Day)

Gippsland First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit introduces students to the theoretical bases and principles of second language teaching and learning and the development of bilingualism in current multicultural and multilingual contexts, while also addressing remaining monolingual ones such as those in rural areas. It encourages students to reflect on their own second language learning and to use this to analyse and report on current second language programmes in contexts in which they may teach.

**Objectives**

Upon successful completion of this unit, students should be able to:

1. develop their understanding of principles of second language acquisition and apply these to planning for teaching and learning in multilingual and multicultural contexts;
2. reflect on the ways in which second language and literacy teaching and learning in schools can develop additive bilingualism;
3. apply communicative language teaching approaches in diverse classroom contexts;
4. develop sociocultural awareness of and sensitivity to classroom contexts;
5. develop an understanding of intercultural competence and its importance in a global world;
6. undertake planning for second language learning
7. acquire a metalanguage for talking about second language pedagogy; and
8. develop and apply their knowledge and skills for using ICT in second language programs.

Deleted: taking place

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Written evaluation of second language program (2,000 words, 50%); Assessment task 2: Case study of learner, or, an inquiry into primary language learning activities and outcomes. (2,000 words, 50%)

**Contact hours**

3 hours per week

**Prerequisites**

Level 3, undergraduate degree

**Corequisites**

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5486

**Core Curriculum Unit: EDF4118 - Social and environmental education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Undergraduate, Postgraduate Faculty of Education

Leader: Dr Libby Tudball (Clayton), Assoc.Prof. T Taylor (Gippsland)

**Offered**

Clayton First semester 2008 (Day)

Gippsland First semester 2008 (Off-campus)

Gippsland First semester (Open Learning) 2008 (Open Learning)

**Synopsis**

This unit provides an introduction to theory and practice in the broad field of Social and Environmental Education. This is an introductory unit for students who will study Geography, History and Social education specialisms in the second semester. The unit prepares students to become effective and knowledgeable Social and Environmental educators. The unit focuses on developing understanding of recent developments in the curriculum area of Social and Environmental Education, since varied models and approaches to this field are found in school. The main focus in the unit is on curriculum and teaching in the lower and middle levels of secondary school.

**Objectives**

Upon successful completion of this unit students should be able to:

1. develop appropriate strategies for teaching Social and Environmental Education in secondary school settings;
2. interpret and translate current curriculum documents into classroom practice that will engage school learners in active and inquiry-based learning;
3. and use a variety of resources and approaches to develop school students' literacy, numeracy and ICT skills;
4. devise, adapt, interpret and use courses, units, and varied learning resources to enhance classroom practice and student learning;
5. demonstrate an understanding of contemporary trends in Social and Environmental Education locally and internationally; and
6. reflect critically on the development of students' own learning and teaching skills.

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Annotated review of Social and Environmental Education resources (2,000 words, 50%); Assessment task 2: Critical review of curriculum models in Social and Environmental Education (2,000 words, 50%)

**Contact hours**

3 hours per week

**Prerequisites**

Minor sequence in Social Science

**Corequisites**

Students must be enrolled simultaneously in a professional experience unit(s).

**Core Curriculum Unit: EDF4119 - The world of Jewish education**

6 points, CONTRIBUTION BAND 4 (NATIONALITY PRIORITY) FOR 2009 ONWARDS, 0.125 EFTSL

Postgraduate Faculty of Education

Leader: Mr Paul Forgasz

**Offered**

Clayton First semester 2008 (Day)

**Synopsis**

This unit provides students with an introduction to theory and practice covering various disciplines which comprise Jewish Studies. The unit introduces students to a number of issues and themes that can help them to locate Jewish Studies in its broader global context and to appreciate the dynamics of Jewish schools and Jewish schooling. The unit also focuses on developing an understanding of various models of and approaches to the teaching of Jewish Studies. This is an introductory unit for students who wish to specialise in Jewish Studies Education in the second semester.

**Objectives**

Upon successful completion of this unit, students should be able to:

1. demonstrate an understanding of some key issues and themes relating to the theory and practice of Jewish education;
2. critically evaluate the appropriateness of different approaches to teaching Jewish Studies in particular educational contexts;
3. develop a range of techniques and strategies appropriate to the teaching of particular areas of Jewish Studies;
4. implement techniques and strategies and use a variety of resources to develop students' literacy, numeracy and ICT skills;
5. make appropriate judgments about the suitability and use of various teaching and learning materials and resources; and
6. plan and teach sequences of Jewish Studies lessons from a selection of topics and areas

**Assessment**

This unit is graded Pass Grade Only (PGO); Assessment task 1: Annotated review of Jewish educational resources [2000 words, 50%]; Assessment task 2: Analysis of curriculum models in Bible education [2000 words, 50%]

**Contact hours**

3 hours per week

**Prerequisites**

Recognised three-year degree or equivalent. Preferred candidates should have undertaken studies in one or both of (1) Hebrew literature and (2) Language and Jewish studies/history

**Corequisites**

Students must be enrolled simultaneously in a professional experience unit(s).

**Prohibitions**

EDF5472

2B



handbook entry here

**Unit Leader to email form and edited handbook entry with tracked changes on to Coordinator  
Education Services**

[sharon.cahill@education.monash.edu.au](mailto:sharon.cahill@education.monash.edu.au)

<b>Office Use Only</b>			
Associate Dean (Teaching) endorsement for inclusion on Education Committee agenda			
<b>Signature</b>		<b>Date:</b>	
Endorsed at Education Committee Meeting No		Approved at Faculty Board No	