



**The University of Adelaide**

**School of Education**

**GRADUATE DIPLOMA IN EDUCATION  
BACHELOR OF TEACHING – 4th Year  
BACHELOR OF MUSIC EDUCATION – 4th Year**

**ACADEMIC PROGRAM HANDBOOK**

**2009**

**Program Coordinator: Dr Christine Velde**

## WELCOME TO THE SCHOOL OF EDUCATION

The **Graduate Diploma in Education** is a one-year program undertaken by students who have completed an undergraduate degree. The **Bachelor of Teaching** is taken in a double degree program, together with a Bachelor of Arts, B.Economics, B.Science or B.Maths and Computer Science.

*For both the Graduate Diploma and the Bachelor of Teaching:*

Students take courses at the University that interact with practical experiences pursued in schools. That is, the program is considered as a unified whole and the attributes of each course are those that are stated for the program. The attributes will form the basis of the evaluation procedures related to the Graduate Diploma in Education. At the completion of the program students are able to register as secondary school teachers in Australia and internationally.

The skills to be acquired by a student in the program include:

- A significant understanding of how to teach the basic domains of knowledge studied through the discipline-based undergraduate degree.
- A competence in constructing a pedagogical approach to teaching in the classroom.
- A capacity to integrate the particular and special concerns of families, peers and neighbourhoods into their teaching – gained from ongoing experiences in a variety of schools.
- An understanding of the existing school systems and the ability to explore how the next generation of schools might most appropriately be designed.

In particular, the courses will contribute to the development of the following Graduate Attributes:

- knowledge and understanding of the students' chosen discipline areas
- cognitive skills in analysing, evaluating and synthesising information
- the capacity for critical thinking and problem solving
- interpersonal and communication skills of a high order
- the ability to fulfil leadership roles within the teaching profession and community at large
- proficiency in the appropriate and responsible use of modern technologies
- a commitment to participate responsibly and critically within their discipline and their profession, as well as their local communities and the wider world
- a strong sense of social justice and commitment to moral standards and cultural diversity.

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## GENERAL INFORMATION

### CRIMINAL HISTORY SCREENING and MANDATORY NOTIFICATION TRAINING

Education students must undergo **Criminal History Screening** before entering a school. The Criminal History Screening Unit at DECS provides an efficient centralised service. To apply for your Criminal History Screening:

1. Download the Criminal History Screening application forms from the DECS website at: [www.decs.sa.gov.au](http://www.decs.sa.gov.au). Type 'screening' in the Search field and you will be directed to the CHS Unit page. Click on 'how to apply' and follow the instructions for Individual Tertiary Staff/Students.
2. Cleared applicants will receive a Letter of Clearance from the CHS Unit. The University will also be notified of your clearance. Please nominate as Contact Person: Margaret Scott: [margaret.scott@adelaide.edu.au](mailto:margaret.scott@adelaide.edu.au)

In addition, students must complete successfully a Certificate Course in **Mandatory Notification of Child Abuse and Neglect**. Information about providers of the Certificate and associated fees will be made available to students at the beginning of the year.

It is not possible to be awarded the Graduate Diploma in Education or an Education degree without the successful completion of the teaching practicum requirements.

### DATE OF COMMENCEMENT

The Graduate Diploma in Education and 4<sup>th</sup> year undergraduate Education programs begin on **Friday 27 February 2009** with an Introductory Day from **9.00am to 3.30 pm**. **All students are required to attend** as this is an introduction to staff, students and courses and is linked to the Teaching Practicum component.

### COMMUNICATION

**It is your responsibility to check your STUDENT EMAIL regularly for information related to all aspects of your academic program.**

### PROGRAM ADVICE

Questions about the Grad Dip Ed. or 4<sup>th</sup> year undergraduate programs should be directed to the Coordinator, Dr Christine Velde – [christine.velde@adelaide.edu.au](mailto:christine.velde@adelaide.edu.au) phone 8303 5561. Questions about a specific course should be directed to the lecturer in charge of that course.

### FEES, FINANCIAL MATTERS

Information regarding payment of fees is available from the Student Centre or online at <http://www.adelaide.edu.au/student/finance>.

### TEACHER REGISTRATION

Completion of the Graduate Diploma satisfies the requirements for provisional registration as a teacher in South Australia. An applicant then has a set period in which to complete a required number of working days as a teacher in order to qualify for permanent registration.

### YOUR TEACHING CAREER

Visitors from the State Education Department (DECS), the Association of Independent Schools and the Catholic Education Office will be invited during the year to speak to the Grad Dip Ed/Fourth year Education students regarding job applications and expectations.

## SCHOOL OF EDUCATION: INFORMATION

The School of Education is located on Level 8, 10 Pulteney Street (near the intersection with North Terrace). The School of Education belongs to the Faculty of the Professions. For more information, visit the School of Education website at <http://www.education.adelaide.edu.au>.

### COMPUTING FACILITIES

Computers are available in Computing Suites in the 10 Pulteney Street building. Additionally, computers are available for use in the Barr Smith Library.

**Students must observe the University's IT Acceptable Use Policy:**

<http://www.adelaide.edu.au/policies/2783>

### OCCUPATIONAL HEALTH AND SAFETY ARRANGEMENTS

The School of Education is committed to upholding the University's Policy on Occupational Health and Safety (OH&S). In order to assist us in this, please note the following personnel and arrangements.

School Safety Officer                      Dr Margaret Scott    Room 841    Ph.: 8303 5892

### FIRST AID, MEDICAL EMERGENCIES

There is a First Aid Kit in the Education Office. Margaret Scott is the First Aid Officer. In life-threatening situations only, ring Security on 8303 5444.

### ACCIDENT AND INCIDENT REPORTING:

All accidents or near-miss incidents must be reported to the School Head. Forms are available from the School Safety Officer. Once completed by the student and/or lecturer, a copy should be given to the School Safety Officer. Any safety concerns should be reported to the Safety Officer, who has the responsibility of bringing your concern before the School and Faculty Committees.

### EMERGENCY EVACUATION PROCEDURES - FIRE OR BOMB THREAT:

#### EDUCATION FIRE WARDENS:

Dr Margaret Scott	Room 841
Ms Wendy Zweck	Room 841

In the event of fire or a bomb scare, follow the instructions broadcast over the Public Address System and obey the directions of the fire wardens. You are advised to **familiarise** yourself with the instructions on posters in the Building. Lifts cannot be used for evacuation.

### EVACUATION AREA:

**The evacuation assembly area is on North Terrace, in front of the Masonic Centre. Please move promptly to that area and move further along North Terrace if there is crowding outside the Masonic Building.**

## **STUDENTS WITH DISABILITIES**

The University of Adelaide is committed to assisting students with disabilities to overcome the impact of that disability as far as possible. Students with a disability are encouraged to discuss their needs in confidence with professional and/or academic staff so that appropriate assistance can be negotiated.

The University provides a range of services to students with an ongoing medical issue or disability. For more information, visit Counselling and Disability Services, Ground Floor, Horace Lamb Building, or visit the Learning and Disability Access website: [www.adelaide.edu.au/disability](http://www.adelaide.edu.au/disability)

## **COUNSELLING SERVICES**

The Counselling Service provides personal counselling and/or self-help resources for students in relation to issues that are affecting study. All counsellors are professionally qualified in either psychology or social work and have extensive counselling experience.

Services available include individual counselling (by appointment, or on a Drop-in basis from 1:00 pm – 4:00 pm each afternoon), workshops, and a wide range of brochures (also available for download from the website) on issues such as managing stress, time management, performing under pressure, study tips, participating in tutorials, coping with grief and loss.

For more information visit Counselling and Disability Services, Ground Floor, Horace Lamb Building, or visit the Counselling Services website: [http://www.adelaide.edu.au/counselling\\_centre/](http://www.adelaide.edu.au/counselling_centre/)

## 2009 CALENDAR

### GRAD DIP ED / 4<sup>TH</sup> Year Bachelor of Teaching Double Degree Program

#### SEMESTER 1

**Introductory Day: Friday 27 February**

Week	1	2 Mar	6 Mar					
	2	9 Mar*	13 Mar	Education	Student Learning	Professional	Curric & Methology Courses	
	3	16 Mar	20Mar	Culture	& Interaction	Practice	* <i>Adelaide Cup Day 9 Mar</i>	
	4	23 Mar	27Mar	& Indig Perspec		for the Practicum		
	5	30Mar	3April					
	6	6 April	10 April*				* <i>Good Friday 10 April</i>	
		13 April	17 April	<b>MID-SEMESTER BREAK</b>		<i>School Holidays</i>	<i>Easter Monday 13 April</i>	
		20 April	24 April	<b>MID-SEMESTER BREAK</b>		<i>School Holidays</i>	<i>Anzac Day 25 April</i>	
	7	27 Apr	1 May	Education	Student Learning I	Prof Prac	Curric & Meth	
	8	4 May	8 May	Culture & IP		for Practicum	Courses	
<b>TCHING PRAC.</b>		11 May	15 May	<b>TEACHING PRACTICE</b>				
		18 May	22 May	<b>TEACHING PRACTICE</b>				
		25 May	29 May	<b>TEACHING PRACTICE</b>				
		1 June	5 June	<b>TEACHING PRACTICE</b>				
		8 June*	12 June	<b>TEACHING PRACTICE</b>				* <i>Queen's Birthday 8 June</i>
<b>Monday</b>	<b>15 JUNE - TEACHING PRACTICE DEBRIEFING</b>							
		15 June	19 June	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				
		22 June	26 June	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				
		29 June	3 July	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				
		6 July	10 July	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				<i>School Holidays</i>
		13 July	17 July	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				<i>School Holidays</i>
		20 July	24 July	<b>NON-TEACHING AND END-OF-SEMESTER BREAK</b>				

#### SEMESTER 2

Week	1	27 July	31 July	Families	Curriculum &		Curric & Methodology	
	2	3 Aug	7 Aug	Schools &	Assessment of		Courses	
	3	10 Aug	14 Aug	Special	Learning			
	4	17 Aug	21 Aug	Needs				
<b>TCHING PRAC.</b>		24 Aug	28 Aug	<b>TEACHING PRACTICE</b>				
		31 Aug	4 Sept	<b>TEACHING PRACTICE</b>				
		7 Sept	11 Sept	<b>TEACHING PRACTICE</b>				
		14 Sept	18 Sept	<b>TEACHING PRACTICE</b>				
		21 Sept	25 Sept	<b>TEACHING PRACTICE</b>				
<b>Monday</b>	<b>28 SEPT - TEACHING PRACTICE DEBRIEFING</b>							
		28 Sept	2 Oct	<b>MID-SEMESTER BREAK</b>				
		5 Oct*	9 Oct	<b>MID-SEMESTER BREAK</b>				* <i>Labor Day 5 October</i>
	5	12 Oct	16 Oct	Families	Curriculum		There will be an exam scheduled for Curriculum & Assessment of Learning during the exam period in November.	
	6	19 Oct	23 Oct	Schools &	& Assessment			
	7	26 Oct	30 Oct	Special	of Learning			
				Needs				

**N.B. SEMESTER BREAKS for EDUCATION students do not always coincide with dates for the rest of the University.**

	<u>TERM DATES</u>		
<u>SEMESTER 1</u>	<u>GOVERNMENT SCHOOLS</u>	<u>INDEPENDENT SCHOOLS</u>	<u>CATHOLIC SCHOOLS</u>
02 March – 12 June	27 January - 9 April	2 February - 9 April	27 January - 9 April
	27 April - 3 July	27 April - 3 July	27 April - 3 July
<u>SEMESTER 2</u>	20 July - 25 September	20 July - 25 September	20 July - 25 September
27 July – 30 October	12 October- 11 December	12 October - 11 December	12 October - 11 December

<b>SCHOOL OF EDUCATION - STAFF 2009</b>
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**Please note that staff are located on Level 8 of the Tower building,  
10 Pulteney Street, Adelaide, SA 5000**

<b>Academic Staff</b>			
Name	Email	Rm No	Phone
<b>Alagumalai</b> , Assoc Prof Sivakumar Head of School	sivakumar.alagumalai@adelaide.edu.au	809	<b>8303 5630</b>
<b>Burley</b> , Dr Stephanie Deputy Head of School Practicum Co-ordinator	stephanie.burley@adelaide.edu.au	845	<b>8303 5941</b>
<b>Crisp</b> , Professor Geoffrey Adjunct Professor	geoffrey.crisp@adelaide.edu.au	Schulz 203	<b>8303 7369</b>
<b>Curtis</b> , David Adjunct Lecturer	<a href="mailto:david.curtis@adelaide.edu.au">david.curtis@adelaide.edu.au</a>	831	<b>8303 5831</b>
<b>Darmawan</b> , Dr I Gusti Ngurah International Student Co-ordinator IT & Science Education	igusti.darmawan@adelaide.edu.au	808	<b>8303 5788</b>
<b>Dawson</b> , Dr Christopher Adjunct Associate Professor	christopher.dawson@adelaide.edu.au	826	<b>8303 4192</b>
<b>Fenwick</b> , Lisl Adjunct Lecturer	<a href="mailto:lisl.fenwick@adelaide.edu.au">lisl.fenwick@adelaide.edu.au</a>		
<b>Khan</b> , Gavin Adjunct Lecturer	gavin.khan@adelaide.edu.au	833	<b>8303 5706</b>
<b>Larkin</b> , Alan Senior Lecturer (0.5)	<a href="mailto:alan.larkin@adelaide.edu.au">alan.larkin@adelaide.edu.au</a>	822	<b>8303 4397</b>
<b>Matthews</b> , Dr Robert Lecturer	robert.matthews@adelaide.edu.au	816	<b>8303 0488</b>
<b>Maadad</b> , Dr Nina B. Teach Coordinator: Yrs 1-3	nina.maadad@adelaide.edu.au	807	<b>8303 3711</b>
<b>Parsons</b> , Ms Miriam Languages Education	miriam.parsons@adelaide.edu.au	805	<b>8303 6113</b>
<b>Secombe</b> , Dr Margaret Adjunct Senior Lecturer	margaret.secombe@adelaide.edu.au	828	<b>8303 3746</b>
<b>Sherman</b> , Dr Brian <i>On SSP Leave</i>	brian.sherman@adelaide.edu.au	825	<b>8303 5631</b>
<b>Thomas</b> , Professor Roger Adjunct Professor	roger.thomas@adelaide.edu.au	Wilto Yerlo	<b>8303 3624</b>
<b>Velde</b> , Dr Christine – Senior Lecturer 4 <sup>th</sup> Yr BTeach/Grad Dip Coordinator	christine.velde@adelaide.edu.au	816	<b>8303 5561</b>
<b>Westphalen</b> , Dr Linda Lecturer	linda.westphalen@adelaide.edu.au	834	<b>8303 3784</b>
<b>Professional Staff</b>			
<b>Zweck</b> , Ms Wendy School Manager	wendy.zweck@adelaide.edu.au	832	<b>8303 3731</b>
<b>Scott</b> , Dr Margaret Senior Administrator	margaret.scott@adelaide.edu.au	841	<b>8303 5892</b>
PG Student Adviser, Student Centre, Level 6, 10 Pulteney St			
<b>Tarnowskyj</b> , Andrew UG Student Adviser, Student Centre Ground Floor 10 Pulteney St	andrew.tarnowskyj@adelaide.edu.au	Grd Floor	<b>8303 5628</b>
<b>Placement Officer</b> – B.Teach (Yr1&3 placements)		841	<b>8313 1012</b>

School of Education - Fax: 8303 3604

<b>SEMESTER DATES - 2009</b>
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**Semester 1: Introductory Day: Friday 27 February.**

**Mon 2 March – Friday 12 June**

**Semester 2: Mon 27 July – Friday 30 October**

**Exam period: 7 Nov – 21 Nov**

## CURRICULUM LECTURERS

NAME	PHONE NUMBER	EMAIL ADDRESS
<b>Burley, Stephanie</b> SOSE/History	8303 5941	stephanie.burley@adelaide.edu.au
<b>Coleman, Meredith</b> General English		meredith.coleman@adelaide.edu.au
<b>Cutts, Kate</b> Psychology	8303 4988 University Senior College	kate.cutts@adelaide.edu.au
<b>Darmawan, Igusti</b> Science	8303 5788	igusti.darmawan@adelaide.edu.au
<b>Drew, John</b> Chemistry	0411033604 Norwood Morialta HS	johndrew12@bigpond.com
<b>Innes, Mark</b> Agricultural Science	8372 6955 Urrbrae Agricultural HS	mark.innes@urrbraehs.sa.edu.au
<b>Larkin, Alan</b> Mathematics	8303 4397	alan.larkin@adelaide.edu.au
<b>Parsons, Miriam</b> Languages	8303 6113	miriam.parsons@adelaide.edu.au
<b>Pepper, Alan</b> Physics		peppera@bigpond.net.au
<b>Rosevear, Jenny</b> Music	8303 3679 Fax: 8303 4414	jennifer.rosevear@adelaide.edu.au
<b>Velde, Christine</b> Adult Education	8303 5561	christine.velde@adelaide.edu.au
<b>Scrimgeour, Andrew</b> Non Alpha Languages		andrew.scrimgeour@unisa.edu.au
<b>Shepherd, Rita</b> Geography	8267 3818 St Dominic's Priory College	rshepherd@stdominics.sa.edu.au
<b>Andrea Sarantaugas &amp; Ruta Sih</b> Bus St/Accounting/Eco	8364 2299 The Norwood Morialta HS	<a href="mailto:andrea.sarantaugas@nmhs.sa.edu.au">andrea.sarantaugas@nmhs.sa.edu.au</a> <a href="mailto:ruta.sih@nmhs.sa.edu.au">ruta.sih@nmhs.sa.edu.au</a>
<b>Francisco Ben &amp; Simon Skrodal</b> Information Technology	8303 7196 8303 7196	<a href="mailto:francisco.ben@adelaide.edu.au">francisco.ben@adelaide.edu.au</a> simon.skrodal@adelaide.edu.au
<b>Thomas, Judith</b> ESL	8445 9666 Nazareth Catholic College	Judith.Thomas@nazareth.catholic.edu.au
<b>Tregloan, Brenton</b> Classroom Music	0408 896 021 Elder School of Music	brtregloan@adam.com.au
<b>Wetherall, Maurice</b> Biology	0417 864 164 University Senior College	maurice.wetherall@adelaide.edu.au
<b>TBA</b> Senior English		

## GRADUATE DIPLOMA IN EDUCATION AND FOURTH YEAR PROGRAM STRUCTURE

The Graduate Diploma in Education or Fourth year B Teaching is made up of three parts and has been structured as a composite year requiring a full-time study commitment. It represents a total of 24 units. Arrangements have been made, however, to enable students to take the Grad Dip Ed on a **part time basis** over two to six years.

- A Educational Studies. Students must complete a total of **12 units**, made up of four compulsory courses.

<b>Semester 1</b>	<u>Unit Value</u>
EDUC <b>6201</b> / 4201 Education, Culture and Indigenous Perspectives	3
EDUC <b>6202</b> / 4202 Student Learning and Interaction	3
<b>Semester 2</b>	
EDUC <b>6203</b> / 4203 Curriculum & Assessment of Learning	3
EDUC <b>6204</b> / 4204 Families, Schools and Education for Special Needs	3

- B Curriculum Studies. Students must complete courses from the options available to give them a total of **6 units**.
- C Teaching Practicum. Students must complete two compulsory courses worth a total of **6 units**.

The above structure is applicable also to B Mus Ed students, with the exception of the Curriculum Studies component.

## THE GRADUATE CERTIFICATE IN EDUCATIONAL STUDIES

Students are advised that a **Graduate Certificate in Educational Studies** is also available. The Graduate Certificate in Educational Studies consists of the 'Educational Studies' courses of the Graduate Diploma in Education.

Students who need an educational qualification for administrative or other purposes may find the Graduate Certificate in Educational Studies an attractive option; however, the Certificate does not qualify a student for registration as a teacher.

It is possible for a Grad Dip Ed student who wishes to discontinue the practical teaching and methodology components to transfer to this award.

If accepted as a Grad Cert in Ed Studies student, it is not possible to transfer automatically from this award to Grad Dip Ed. This can only be considered by the Coordinator if the student has adequate academic qualifications in areas to be taught in the national curriculum and which are offered in the GDE curriculum and methodology course lists for that year.

## 2009 COURSES

### GRAD DIP ED / 4<sup>th</sup> Year Bachelor of Teaching Program

Note: Grad Dip Ed Course Codes are in **Bold Type**.

The grading scheme for all courses, with the exception of the teaching practicum, is: **High Distinction; Distinction; Credit; Pass; Fail**. A mark within the appropriate grade is given.

#### A. EDUCATIONAL STUDIES (CORE COURSES)

##### **EDUC 6201 / 4201: EDUCATION, CULTURE AND INDIGENOUS PERSPECTIVES**

**LECTURER IN CHARGE:** Module 1: Dr Linda Westphalen  
Module 2: Mr Gavin Khan

**SEMESTER : 1 - UNIT VALUE: 3**

**CLASS CONTACT:** There will be two x 1.5 unit modules in this course

Module 1 – Culture, Education and Society - 1 x 1 hr lecture and 1 x 1 hr tutorial

Module 2 – Indigenous Education – 1 x 1 hr lecture and 1 x 1 hr fortnightly seminar

##### **DESCRIPTION:**

Module 1: This course is divided into two modules, both of which are valued at 1.5 units. The first module is entitled 'Culture, Education and Society' and aims to introduce students to theories around the diverse constructions of cultures, identities, and institutions in Australia. This will include an overview of some of the theories which underpin school students' cultural identities and schools, and how these then affect our assumptions about what students know, how they learn and how teachers teach. The module examines theories around race and whiteness, gender, cultural pluralism, hybridity, diasporas and power, and how teachers and schools can operate hegemonically to reinforce social 'norms.' The complexity of cultural identities is highlighted and some strategies that enable the provision of 'inclusive' education to culturally plural groups are suggested.

Module 2: The second module is entitled 'Indigenous Education.' This module will focus more specifically on theories and ideas that relate to Indigenous Australians. This includes racism, the history and impacts of colonisation, and an overview of ontological perspectives. In addition, it will also explore education in contemporary contexts, including health and wellbeing, and social justice. Students will be exposed to pertinent policy issues and debates.

##### **EDUC 6202 / 4202: STUDENT LEARNING AND INTERACTION**

**LECTURER IN CHARGE:** Module 1: Dr Robert Matthews  
Module 2: Dr Robert Matthews

**SEMESTER: 1      UNIT VALUE: 3**

**CLASS CONTACT:** There will be two x 1.5 unit modules in this course

Module 1 - Student Teacher Interaction in the Classroom 1 - 1 x 1 hr lecture and 1 x 1 hr tutorial

Module 2 – ICT for Teachers – 1 x 1 hr lecture and 1 x 1 hr fortnightly seminar

##### **DESCRIPTION:**

Module 1: This course introduces various psychological approaches used in secondary education. Connection is made between these approaches and the practical strategies required for competence in the classroom environment.

Module 2: This course introduces students to the role of ICT in the planning and delivery of curriculum in the classroom and is aimed at ensuring student teachers have the ICT competence required for secondary level education.

**Note:** This course assumes proficiency in MS Office applications. Free online courses may be found on the home page of MyUni – look under 'Web-based Microsoft Courses'.

**EDUC 6203 / 4203: CURRICULUM & ASSESSMENT OF LEARNING**

**LECTURER IN CHARGE:** Module 1: Assoc Prof Siva Alagumalai  
Module 2: Dr Robert Matthews

**SEMESTER: 2 - UNIT VALUE: 3**

**CLASS CONTACT:** There will be two x 1.5 unit modules in this course

Module 1 – Curriculum & Assessment of Learning – 1 x 2 hr lecture and tutes for the last 3 weeks

Module 2 – Student Teacher Interaction in the Classroom 2 – 1 x 1 hr lecture and 1 x 1 hr tutorial

**DESCRIPTION:**

Module 1: This course aims to provide students with an overview of curricula models and frameworks. It examines the theories underlying the design and development of curriculum, the nexus between the curriculum and syllabus, and the process of instruction. An understanding of the process involved in the assessment of student learning and to provide them with the knowledge and skills necessary to manage this process are discussed.

Policies and influences that guide assessment practices, the role of assessment in optimising learning outcomes, and the assessment planning process including the purpose of assessment, the role of the student, reliability and validity, and basic skills testing are highlighted. At the end of the topic students will have developed a range of strategies and skills for critically examining curricula issues, constructing meaningful assessment to gauge student learning as well as have an understanding of state and national developments relating to senior secondary assessment, national statements and profiles, and recent assessment materials from ACER and other sources.

[70% examination administered by the University.]

Module 2: This course provides student teachers with a solid grounding in the skills and knowledge relevant to interactions with students in the classroom. The deriving of practical strategies from a range of theoretical approaches will be a key focus.

**EDUC 6204 / 4204: FAMILIES, SCHOOLS AND EDUCATION FOR SPECIAL NEEDS**

**LECTURER IN CHARGE:** Module 1: Dr Linda Westphalen  
Module 2: Dr Christine Velde

**SEMESTER: 2 - UNIT VALUE: 3**

**CLASS CONTACT:** There will be two x 1.5 unit modules in this course

Module 1: Families, Schools and Student Outcomes: 1 lecture and 1 tutorial per week

Module 2: Special Needs Education: 1 x 2 hr lecture

**DESCRIPTION:**

Module 1: Families, Schools and Student Outcomes explores the social and cultural context of students' learning. In particular, it examines family and school learning environments, as well as alternative pedagogies and parent choices, as they affect students' learning outcomes at school.

Module 2: Education for Special Needs will provide participants with an overview of specific types of disability, explore current issues in the education of young people with special needs, introduce students to key theoretical and practice approaches to behaviour management, examine general principles of formal and informal assessment techniques, and address the process of transition from school to adult life for young people with disabilities

## B. CURRICULUM AND METHODOLOGY COURSES

Courses to the value of at least 6 units to be chosen from those listed below.

Please note that, except for EDUC **6334A/B** / 4334A/B Studies of Society & Environment (SOSE) and Extended Specialist Curriculum, the official name of the course includes the words 'Curriculum and Methodology'.

Course outlines and requirements will be given at the first lecture of the curriculum area(s) in which you are enrolled.

### **HUMANITIES / BUSINESS - Coordinator: Stephanie Burley**

EDUC **6334A/B** / 4334A/B Studies of Society & Environment (SOSE) 2

**The courses appearing below in this section must be taken in conjunction with**

**EDUC 6334A/B / 4334A/B - Studies of Society & Environment, unless otherwise stipulated by the Coordinator.**

EDUC **6308A/B** / 4308A/B Accounting 2

EDUC **6311A/B** / 4311A/B Business Studies 2

EDUC **6315A/B** / 4315A/B Economics 2

EDUC **6320A/B** / 4320A/B Geography 2

EDUC **6322A/B** / 4322A/B History 2

### **ENGLISH - Coordinator: Stephanie Burley**

EDUC **6319A/B** / 4319A/B General English 2

EDUC **6332A/B** / 4332A/B Senior English 2

### **MUSIC - Coordinator: Jenny Rosevear - (Elder School of Music)**

*Music curriculum courses are offered only to people holding a Music degree which contains strong theoretical & practical components.*

EDUC **6314A/B** / 4314A/B Classroom Music 3

EDUC **6325A/B** / 4325A/B Instrumental Music 3

### **LANGUAGES - Coordinator: Miriam Parsons**

**All students enrol in EDUC 4330A/B Languages Curriculum and Methodology (2 units)**

**PLUS the language/s they intend to teach (2 units each)**

EDUC **6330A/B** / 4330A/B Language Methodology 2

EDUC **6313A/B** / 4313A/B Chinese 2

EDUC **6318A/B** / 4318A/B French 2

EDUC **6321A/B** / 4321A/B German 2

EDUC **6333A/B** / 4333A/B Indonesian 2

EDUC **6326A/B** / 4326A/B Italian 2

EDUC **6327A/B** / 4327A/B Japanese 2

EDUC **6335A/B** / 4335A/B Spanish 2

EDUC **6338A/B** / 4338A/B Modern Greek 2

EDUC **6337A/B** / 4337A/B Vietnamese 2

EDUC **6336A/B** / 4336A/B Other Languages 2

### **ESL**

EDUC **6316A/B** / 4316A/B English as a Second Language 2

EDUC **6339A/B** / 4339A/B Languages Education for TESOL 2

### **MATHEMATICS - Coordinator: Alan Larkin**

EDUC **6328A/B** / 4328A/B Junior Mathematics 2

*Junior Maths is a co-requisite for Senior Maths.*

EDUC **6333A/B** / 4333A/B Senior Mathematics 2

### **INFORMATION TECHNOLOGY – Coordinator: Christine Velde**

EDUC **6324A/B** / 4324A/B Information Technology 2

<b>SCIENCE - Coordinator: I Gusti Darmawan</b>	
EDUC <b>6329A/B</b> / 4329A/B Junior Science	2
<i>Junior Science is a co-requisite for the science subjects listed below</i>	
EDUC <b>6310A/B</b> / 4310A/B Biology	2
EDUC <b>6312A/B</b> / 4312A/B Chemistry	2
EDUC <b>6331A/B</b> / 4331A/B Physics	2
<b>EDUC 6340A/B</b> / 4340A/B <b>Psychology – Coordinator: Robert Matthews</b>	2
<i>Psychology must be taken with EDUC <b>6329A/B</b> / 4329A/B Jr Science or EDUC <b>6334A/B</b> / 4334A/B SOSE, unless stipulated by the Coordinator.</i>	
<b>GENERAL – Coordinator: Christine Velde</b>	
EDUC <b>6309A/B</b> / 4309A/B <b>Adult Learner - Coordinator: Christine Velde</b>	2
EDUC <b>6317A/B</b> / 4317A/B Extended Specialist Curriculum	2

In the curriculum and methodology areas of Junior Mathematics, Junior Science, Language Methodology and General English, the contact hours and written work required will include part of the work/assessment/assignment/attendance component of the specialised areas. This approach enables students to do more than one area of specialisation in the broad curriculum areas they undertake and gain the opportunity for this to appear on their academic transcripts.

<b>C. THE PRACTICUM</b>	<b><u>Unit Value</u></b>
EDUC <b>6205</b> / 4205 Teaching Practice Part I - Semester 1 or 2	3
EDUC <b>6206</b> / 4206 Teaching Practice Part II - Semester 2 or 1	3

**COORDINATOR OF THE PRACTICUM:** Dr Stephanie Burley

**Grading: Non-Graded Pass/Fail. (NGP/F)**

Note: Students must complete Teaching Practice Part I before undertaking Teaching Practice Part II.

**Please refer to your *Teaching Practicum Handbook* for further information.**

The most exciting and relevant part of your final year program will be your two 5 week placements, which are critically important for you to mesh theoretical and professional aspects of your pre-service education.

In order to ensure that all students get the required two placements, you will be expected to do one placement in the country. You will be able to nominate the school of your choice in regional South Australia or interstate, and we will endeavour on your behalf to get you in there, or a school in the same region.

## **ESSENTIAL PREPARATORY COMPONENT PRIOR TO PRACTICUM**

### **Professional Practice for Practicum– SEMESTER 1 ONLY**

**CLASS CONTACT:** Three hours per week

#### **DESCRIPTION:**

This component comprises a series of lectures which canvasses professional standards, preparation for the practicum, and visits by representatives from the various employment sectors.

**This component is a compulsory part of the practicum and must be attended before students go on practicum.**

**EDUC 6205 / 4205 - Teaching Practice Part I - UNIT VALUE: 3****REQUIREMENTS:**

Students will undertake five (5) weeks of supervised teaching practice. Students who successfully complete the course are given a **Non-Graded Pass**.

**EDUC 6206 / 4206 - Teaching Practice Part II - UNIT VALUE: 3****REQUIREMENTS:**

Five (5) weeks of supervised teaching practice. Students who successfully complete the course are given a **Non-Graded Pass**.

**Because of pre-existing arrangements with schools, students must not organise their own teaching practice schools. Placements must be organised by the Teaching Practicum Coordinator.**

**TEACHING PRACTICUM OUTCOMES**

The aims of the Teaching Practicum are to:

- develop in the students an awareness of the practice of education in the context of modern society, and the professional standards expected
- give students the opportunity to develop those values, attitudes and skills which will enable them to become effective professional teachers
- prepare the students to teach in secondary schools within Australia.

As a result of completing these courses and using their knowledge of teaching courses, other relevant experiences and studies in other courses of the Academic Program, students should be able to:

- define, establish and maintain learning environments and situations for their students
- demonstrate an understanding of human growth and development, incorporating the recognition of individual differences among pupils and extend this understanding throughout further experience
- bring to bear on the practice of teaching and learning the contributing disciplines of the theory of education, in an integrated and mutually consistent way
- recognise and acknowledge in their teaching, the social trends, economic situation, politics, ideologies and values of Australian society in its local community, national and international settings
- provide feedback into the academic work from the insights and experience gained
- clarify their understanding of their own roles as a teacher
- develop an awareness and understanding of the inter-relation of school-wide factors and their influence on whole-school development.

**PART-TIME STUDENTS**

The two blocks of the teaching practicum may be undertaken in different years. Curriculum and Methodology courses must be taken prior to, or concurrently with, the Teaching Practice. The preparatory component PROFESSIONAL PRACTICE FOR PRACTICUM must also be taken prior to, or concurrently with, the Teaching Practice.

**All students** are required to complete EDUC 6205 / 4205 Teaching Practice Part I and EDUC 6206 / 4206 Teaching Practice Part II.

**ORGANISATION OF TEACHING PRACTICUM**

There are two blocks spent in schools for practicum. Teaching Practice I may be preceded by a few school observation days in the same school as that allocated for the Teaching Practice Part I block. Teaching Practice II will include, if possible, similar observation days in the school which has been allocated for Teaching Practice Part II. This will not be possible for students teaching in the country or interstate or overseas. In these cases, the observation days will be at the commencement of the block.

## PRACTICUM DATES 2009

Semester I:

5-week block – 11/05/09 to 12/06/09

Semester II

5-week block – 24/08/09 to 25/09/09

The blocks of Teaching Practice are arranged in this manner for educational as well as practical organisational reasons.

The placements for Teaching Practice I and II are arranged to ensure that students have the opportunity, if possible, to work in more than one school sector and with students from as wide a range of backgrounds as possible

## ROLES OF MENTORS

The mentor teachers of the student permit observation of their own teaching and organise, advise on, observe, and provide evaluation of lessons taught by students.

The school coordinator may fulfil the same types of duties as the mentor teacher, but also arranges seminars and additional experiences to extend the student's development and understanding of the functioning of the school, its community and resources available.

The University Supervisor will liaise with mentor teachers and the school coordinator and will supervise and observe students' lessons.

## ASSESSMENT

The final assessment is made by the University Supervisor after consultation with the mentor teachers in the schools.

Students are assessed on a Satisfactory/Unsatisfactory basis in both Teaching Practice I and Teaching Practice II.

**One** additional placement **only** will be given for each Teaching Practicum which has resulted in F (Fail). University regulations will then apply.

For more information about the practicum and a more detailed statement on the criteria for assessment in the practicum, refer to the *Student Practicum Handbook* provided to students, mentor teachers and University Supervisors.

## STATUS IN TEACHING PRACTICE

Students who have had many years of **school classroom** practical teaching experience may apply for status in all or part of **either** Teaching Practice I or Teaching Practice II. However the granting of status is dependent upon the fulfilment of a number of conditions.

Such an application should be accompanied by a statement giving full details of teaching experience including dates, names and addresses of schools, and names of principals and teachers who supervised the applicant in the classroom situations. The Coordinator will require these teachers to address each area of the mentor teacher's report and include evidence of its validity.

Students can obtain Application Forms from the School of Education, Level 8, 10 Pulteney Street. Status is **not** automatically conferred.

## ADMINISTRATION MATTERS

### STUDENT RESPONSIBILITIES

It is each student's responsibility:

- to check student email and MyUni regularly
- to note the deadlines (critical dates\*) for withdrawal and amendments to enrolment;
- to notify the relevant course lecturer if there are any difficulties with completing requirements;
- to attend lectures, seminars and tutorials
- to meet assignment requirements by the due date, or, if unable to do so, to fill and submit the Extension Form at the back of this Handbook;
- to check (via Access Adelaide) the ongoing accuracy of the enrolment transcript;
- to inform the Education Office of any changes of address, telephone, etc. (Changes must also be made online through Access Adelaide.)
- to apply for graduation by the closing date.

### WITHDRAWALS / DROPPING COURSES

**Students needing to 'Drop' courses must do so before the critical date\* to avoid being charged fees.**

Before withdrawing students must notify Dr Christine Velde or Dr Margaret Scott.

\*See **Critical Dates for 2008:**

<http://www.adelaide.edu.au/student/info/dates/>

### ATTENDANCE IN THE PROGRAMS

Full time students should note that the programs require a **full time commitment**. Students are expected to attend all sessions of the Academic Program. Employment will not be accepted as an appropriate reason for missing attendance. Since this is a full-time Academic Program it is expected that students are not undertaking other studies concurrently, and no special arrangements will be entered into if such studies are undertaken.

In the case of **illness** or unavoidable reasons for absence, students should contact the Student Adviser. For absences through illness of more than 3 days, a medical certificate is required. This should be given to the Student Adviser on return to the University.

Where possible, prior notification of absences should be given to the School of Education. Notification of absence does not, however, qualify as 'attendance'.

Students are advised to not leave Adelaide before the end of November, in case resubmissions of work are necessary.

## ATTENDANCE AT TUTORIALS AND CURRICULUM SEMINARS

- 1 Students must attend at least 80% of all tutorials and curriculum seminars.
- 2 Students who cannot meet this requirement should contact the lecturer in charge of the subject concerned. The student will have the right of appeal to the Coordinator where necessary.
- 3 Students who have not attended 80% of tutorials and curriculum seminars, and have not been granted exemption, will not have their final essays, exams or projects marked, and will not be eligible for an academic supplementary.
- 4 Any students who consider that they have good grounds to request a variation to their course requirements may make such a request on the appropriate form available from the office.

## ASSESSMENT

Student performance throughout the year is based on satisfactory completion of assignment work, participation in tutorials and seminars, examination, and on performance in classrooms as teachers as assessed by University supervisors and teachers in the schools in which the teaching practicum takes place. Assessment is seen as serving two main functions; firstly, to identify those students who should eventually qualify as teachers and thus enter the profession of teaching and secondly, to provide students with a measure of their performance as they proceed through the studies and experiences of the program. This feedback to students is provided by lecturers in the theoretical and practical areas and is also provided by University supervisors and mentor teachers in the schools via the formal comments made on teaching reports and informally through discussion held with individual students during the period of teaching.

Throughout the year students are encouraged to analyse critically their development as teachers and, in consultation with course lecturers, to tailor programmes and assignments to suit their needs. All components within each course are compulsory, to ensure a proper sequential development of skills.

**The grading scheme for all courses, unless stated otherwise, is: High Distinction; Distinction; Credit; Pass; Fail. A mark within the appropriate grade is given. Teaching Practice is assessed as NGP or Fail. Detailed evaluation is provided in Teaching Practicum Reports from Mentor Teachers and University Supervisors.**

## NOTES ON ESSAYS AND WRITTEN ASSIGNMENTS

- 1 Each written assignment must have a signed **ASSESSMENT COVER SHEET** attached (see template at the back of this handbook).
- 2 **STUDENTS MUST KEEP COPIES OF THEIR EXERCISES / ASSIGNMENTS (electronic and hard copies).**
- 3 All assignments must be neat and legible. There should be room for markers' comments.

All assignments are to be produced on computer and submitted in hard copy, unless otherwise instructed. Any student with difficulties in meeting these requirements should see the lecturer concerned.

- 4 Assignments submitted must represent the work of the student submitting them. Plagiarism will not be tolerated: thoughts and writings of others must be accompanied by complete references. Footnotes and appendices should be included where appropriate. A fully detailed bibliography must be given. Any student submitting assignments not representing his or her own efforts will be given a nil assessment and may incur more serious penalties. (See notes on plagiarism below.)
- 5 Extensions will be granted only on medical grounds (in which case a medical certificate must be produced), or compassionate grounds. Requests for extensions will be considered only if they are made three days before the due date for the assignment for which the extension is being sought. Students must apply to the lecturer concerned on the 'Application for Extension' form at the back of this handbook.
- 6 Essays are not necessarily marked by the tutors of the students submitting them.
- 7 Students must not submit the same material for two different courses.
- 8 Examinations are administered centrally by the University.

## **PLAGIARISM, COLLUSION AND RELATED FORMS OF CHEATING POLICY STATEMENT AND GUIDELINES**

The statement defines and outlines the University's prohibition of plagiarism and related forms of academic cheating and summarises the ways in which the University prevents, detects and penalises plagiarism. The Guidelines provide advice for staff and students on the implementation of the policy statement.

To view this policy please use the following URL:

<http://www.adelaide.edu.au/policies/230/>

## **SUPPLEMENTARY ASSESSMENT POLICY**

The supplementary assessment policy outlined below applies to all candidates taking Graduate Diploma and undergraduate Education courses.

The term 'Supplementary Assessment' refers to work done after the academic year (usually in January of the following year) and does not include the possibility of redeemability during the year through the various assessment options available to students.

### **Medical and Compassionate Supplementaries**

Where a student is unable to complete the required essay or examinations because of illness, he/she may apply for supplementary assessment on medical grounds. Applications must be made on the special form provided and accompanied by medical certificates, within 7 days of the examination or due date for the essay. Applications for a compassionate supplementary, because of special circumstances beyond the candidate's control that prevented or handicapped her/him in the completion of the assessment, must

also be sent to the Head of School. The appropriate form, together with supporting evidence, must be lodged within 7 days of the examination or assessment deadline.

### **Academic Supplementaries**

It is the School's policy that students should have the opportunity to undertake supplementary assessment if they fail a subject, provided they have made a reasonable effort and are considered to have a reasonable chance of passing at the second attempt.

### **Form of Supplementary Assessment**

Supplementary assessment may take the form of an essay or examination depending on the particular circumstances of the candidate. The form will be decided by the examiners concerned in consultation with the Coordinator of the Program.

## **TEACHER REGISTRATION**

In order to teach in South Australia, all teachers must be registered by the Teachers Registration Board of South Australia. Representatives from the Teachers Registration Board will visit the School of Education to conduct workshops during the year. These workshops will provide essential information about the application process.

It is suggested that you complete and submit the appropriate forms to the Teachers' Registration Board before mid-year. In order to apply for a teaching position with the Department of Education and Children's Services (DECS), graduates must have already applied for teacher registration, though registration is not granted until the educational qualification is completed.

Contact details for the Teachers Registration Board of South Australia:

Level 6, 70 Pirie Street, Adelaide 5000

Phone: (08) 8226 2666; Fax: 8226 2667

Web site: <http://www.trb.sa.edu.au>

Email: [info@trb.sa.edu.au](mailto:info@trb.sa.edu.au)

### **First Aid**

Students are advised that DECS will not consider applicants for a position unless they have a certificate in **First Aid (DECS Basic Emergency Life Support)**. Teachers in schools are not allowed to take excursions unless they have a First Aid certificate.

The **Australian Red Cross and St John's Ambulance** conduct relevant training. Contact the providers direct, or watch your email for the opportunity to sign up for First Aid courses arranged for groups during lecture breaks.

**School of Education**



# Assessment Cover Sheet

<b>Student Name</b>	
<b>Student ID</b>	
<b>Course Code/Name</b>	<b>EDUC _ _ _ _</b>
<b>Assignment Title</b>	
<b>Lecturer/Tutor</b>	
<b>Date Submitted</b>	

**KEEP A COPY – Please be sure to make a copy of your work. If you have submitted assessment work electronically make sure you have a backup copy.**

## **PLAGIARISM AND COLLUSION**

**Plagiarism:** using another person's ideas, designs, words or works without appropriate acknowledgement.

**Collusion:** another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor.

## **CONSEQUENCES OF PLAGIARISM AND COLLUSION**

The penalties associated with plagiarism and collusion are designed to impose sanctions on offenders that reflect the seriousness of the University's commitment to academic integrity. Penalties may include: the requirement to revise and resubmit assessment work, receiving a result of zero for the assessment work, failing the course, expulsion and/or receiving a financial penalty.

I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others. I have read the University Policy Statement on Plagiarism, Collusion and Related Forms of Cheating (<http://www.adelaide.edu.au/http://www.adelaide.edu.au/policies>)

Signed..... Date  
 .....

School of Education



# Application for Extension

**This form should be submitted to the School office (with documentation) at least three days BEFORE the assignment due date.**

(Normally 7 day extension)

Full Name			
Address			
Postcode		Phone Number	
Email			

Student ID									
School:					Program code:				
Area & Catalogue No. & Course Title:									
Academic staff member (as stated in course information):									
Assignment No.					Due Date:				
New Due Date Requested:									
Reason for Extension: (please attach supporting documentation where appropriate)									
Signed:					Date:				
Notified Student (by email)									
Student Name:					ID No:				
Course Name:					Assignment No/Title:				
Extended Due Date:					Signature of Lecturer:				