

School of Education

The School of Education offers three postgraduate courses. The Master of Education is a coursework degree for practising teachers while the Master of Education (Honours) is designed for those who wish to undertake a substantial research project as part of their degree. These two courses include an option for educational administrators to undertake the Educational Administration strand.

A third postgraduate course is available for prospective students who already hold tertiary qualifications. The two-year Bachelor of Teaching, with Primary or Secondary options, is an initial preparation for a career in education. (See the Avondale *Undergraduate Handbook 2011–2012* for other courses offered by the School of Education.)

Research Centre

Avondale Centre for Interdisciplinary Studies in Science (ACISS)

Head of Centre:

A/Prof. Kevin de Berg
BSc Qld, DipEd Qld, BEd Qld, PhD Qld, MAppSc Curtin,
MRACI, CChem

Consultancy Group

Avondale Centre for the Enhancement of Learning and Teaching (ACELT)

Director of Centre:

Dr Cedric Greive
BSc NSW, DipEd Ncle TC, MEdStud Ncle, MEd Ncle, PhD
Curtin

Associate Director

Dr Peter Beamish
BEd(Sc) Avondale, MEdSt Ncle, PhD Ncle

Staff

Head of School

Dr Peter Kilgour
BA, DipEd, GDipEdAdmin, MEd, MathsEdD

Associate Professor

A/Prof. Philip Fitzsimmons
PhD (UoW), M.Ed(Hons)(UoW), MStudsEd(UoW)B.Ed(UoW)
DipTeach(Wollongong Teachers College)

Senior Lecturers

Dr Peter Beamish
BEd(Sc) Avondale, MEdSt Ncle, PhD Ncle
Computer Education

Dr Cedric Greive
BSc NSW, DipEd Ncle TC, MEdStud Ncle, MEd Ncle, PhD
Curtin
Science Education

Barbara Fisher
DipTch (Primary) Avondale, BS Andrews, MA Andrews,
GradDipEdStud UNE
Literacy Education

Dr Peter Kilgour
BA, DipEd, GDipEdAdmin, MEd, MathsEdD
Secondary Education

Dr Andrew Matthes
DipTch (Primary) Avondale, BEd (Primary) Avondale, MEd (Lship
and Mgmt) Ncle
*Early Childhood/Primary Education Course Convenor Creative Arts,
Pedagogy and Administration*

Dr P Wayne Miller
DipTch Avondale, BEd Avondale, MHMS UQ, Dip TAS Avondale,
PhD Wollongong
Health and Physical Education/Outdoor Education

Dr Darren Morton
BEd Ballarat, MAppSc(Human Movement) Ballarat, PhD Ncle
Health and Exercise Science

Dr Maria Northcote
PhD (ECU), M.Ed(Multimedia Technologies)(ECU), B.Ed
(WACAE), DipTeach (Catholic College of Education Sydney)

Dr Robyn E Pearce
DipSc Avondale, BSc(Hons) Lond, DipNutrDiet Syd, BA(Consumer
Affairs) Riverina CAE, PhD Ncle
*Home Economics/Design and Technology/Technology and Applied
Studies*

Dr Marion Shields
CT Avondale, CertSpecEd UQ, BEdSt UQ, GradDipEdAdmin
BCAE, MEdSt UQ, EdD Flinders
Special Education

Lecturers

Elva Fitzgibbon

DipTeach (Primary) Canterbury, BAEd, GradDipSpecialEd Ncle, MEd (Early Childhood) Ncle, MEd (Early Childhood) (Research) Ncle

Early Childhood

Beverly Christian

DipTch (Primary) Avondale, BEd (Primary) Avondale, Med Avondale

Curriculum Development and Pedagogy

Gail Clark

DipTch (Primary) Avondale, BEd (Primary) Avondale, BPsyc (Hons) Ncle

Education

Wendi Herman

BS PUC, MS CalPoly

Health and Physical Education

Jason Hinze

BEEd (Secondary) Avondale, MLM(Ed) Ncle

Secondary Education Course Convenor

David Low

BEEd Avondale, GradDip Griffith, MA(Hons) Griffith

Outdoor Recreation/Outdoor Education

Sandra Ludlow

DipTch (Primary) Avondale, BEd (Primary) Avondale, BEd (Early Childhood) SCAE, MEd (Early Childhood) Macq

Early Childhood

Kristin Thompson

BS SMC, MA(EdPsy) Andrews, MCouns UNE

Early Childhood, Counsellor

Honorary Senior Research Fellow

Dr Merle Cozens

TCert Avondale, DipTch (Primary) Ncle, BEdSt Ncle, PhD Ncle

Literacy Education

Master of Education

Course code: 2050

Course Convenor: Dr Marion Shields

The Master of Education is designed for teachers and school leaders wishing to pursue postgraduate study in Education. Particular focus is given to the role of the Christian teacher/administrator in enhancing moral and faith development within a context of Christian education. The Master of Education is offered as either a coursework degree or a combination of coursework and research.

Duration

The duration is one year full-time or equivalent part-time.

Part-time students typically progress at the rate of three or four units per year. Flexibility allows students to either 'fast-track' their course by taking an overload, or take fewer units in some years if necessary.

Credit points

MEd eight units (48 credit points)

Mode of delivery

Most units are delivered in mixed mode, comprising distance learning components and a residential session at Avondale, or other designated centre, in the June–July period. The residential session provides opportunity for students to be involved in significant student-lecturer and student-student interaction.

Students receive unit outlines, textbooks, readings, and a distance education study guide. Lecturers and the Course Convenor are available to communicate with students by phone or email. Then, students attend a residential school designed to provide an integrating perspective to the unit. Personal contact with the lecturer/s and peers and library research is possible during this time. Finally students complete assignments designed to foster field-based reflection and application of the concepts encountered. Contact between students and lecturers is maintained via phone and email.

Abbreviation of course title

MEd

Accreditation

The course is accredited by the NSW Department of Education and Training.

Entry requirements

A four-year Bachelors degree in education or a Bachelors degree followed by a Diploma of Education, Bachelor of Teaching or equivalent. In exceptional circumstances admission may be granted on the basis of equivalent qualifications and/or experience as assessed by the Faculty of Education and Science Learning and Teaching Committee. Verification of credentials is required at the time of application.

Applicants whose Bachelors degree was not undertaken in English must demonstrate English language proficiency by achieving an IELTS score of at least 6.5 for speaking and listening. An official statement of IELTS results must accompany the application form.

Preference will be given to applicants with employment experience in education and applicants should include a written summary of their work experience with the application form. Applicants may receive advanced standing up to 50% of the MEd course provided the units which form the basis of the application were undertaken at an equivalent level and were of an equivalent weighting to the Avondale MEd units and/or course.

Course structure

The course is offered by coursework and project. A Christian Studies unit and at least one unit in research methodology are required. The minor thesis option offers students research experience. All units are worth 6 credit points and require a notional time commitment of 170 hours. Students have three options: Option A, Option B or Option C.

Option A

Option A includes coursework and a project of 6 credit points.

Students choose one unit out of the following list:

EDUC50200	Value Issues and Moral Development in Education	6 cr pts
EDUC50300	A Worldview Perspective of Christian Education	6 cr pts
EDUC50600	The School as Caring Community	6 cr pts
LAMC50600	The Theology, Theory and Practice of Leadership	6 cr pts

Students choose one unit out the following list:

EDUC50000	Introduction to Educational Research	6 cr pts
EDUC50100	Research Methods and Proposal	6 cr pts

Students choose five units from either Group 1, 2, 3 or 4.

Group 1—Educational Administration specialisation

EDUC52100	Marketing Management in Education	6 cr pts
EDUC52200	Leadership and Information Systems in Education	6 cr pts

EDUC52300	Strategic Planning for Leadership in Education	6 cr pts
EDUC52400	Supervisory Leadership in Education	6 cr pts
EDUC52500	Legal Issues in Education	6 cr pts
EDUC52600	Accounting for Leaders in Education	6 cr pts
EDUC53200	Teacher and School Effectiveness	6 cr pts
EDUC53800	Information Technology and Education	6 cr pts
LAMC51100	Leadership and Organisation	6 cr pts
LAMC51200	Communication for Leadership	6 cr pts
LAMC51300	Organisational Behaviour	6 cr pts
LAMC51400	Human Resource Management	6 cr pts
LAMC51500	Leadership and Change Management	6 cr pts
LAMC52400	Managerial and Professional Ethics	6 cr pts

Group 2—Christian Education specialisation

EDUC50200	Value Issues and Moral Development in Education	6 cr pts
EDUC50300	A Worldview Perspective of Christian Education	6 cr pts
EDUC50600	The School as a Caring Community	6 cr pts
EDUC51000	History of Adventist Education	6 cr pts
EDUC51100	Models of Religious Education	6 cr pts
EDUC51200	Critical Issues in Religious Education	6 cr pts
EDUC51300	Essentials of the Christian School	6 cr pts
EDUC51400	Contemporary Issues in Science and Religion	6 cr pts

With the approval of the Course Convenor students may also choose units from the CMIN and THBB units listed under the School of Theology.

Group 3—Curriculum Studies specialisation

EDUC50200	Value Issues and Moral Development in Education	6 cr pts
EDUC51400	Contemporary Issues in Science and Religion	6 cr pts
EDUC53000	Issues in Curriculum Development	6 cr pts
EDUC53100	Curriculum Development: The Praxis	6 cr pts
EDUC53200	Teacher and School Effectiveness	6 cr pts
EDUC53300	Sociology of Education	6 cr pts
EDUC53400	Advanced Instructional Models	6 cr pts
EDUC53510	Teaching Science in Upper Primary and Middle School	6 cr pts
EDUC53520	Teaching Science in Lower Primary	6 cr pts
EDUC53600	Concepts in Learning	6 cr pts
EDUC53700	Teaching: Towards a Personal Framework	6 cr pts
EDUC53800	Information Technology and Education	6 cr pts
EDUC53900	Topics in Senior Science: Strategies for the Classroom	6 cr pts

EDUC55500	Special Education A: Introduction and Strategies	6 cr pts
EDUC55600	Special Education B: Issues (<i>alternate years</i>)	6 cr pts
EDUC55700	Special Education C: Gifted and Talented	6 cr pts
EDUC56000	Health and Wellbeing Education	6 cr pts

Group 4—TESOL (Teaching English as a Second or Other Language) specialisation

Strand Coordinator TBA

EDUC54000	TESOL Theory	6 cr pts
EDUC54100	TESOL Methodology	6 cr pts
EDUC54200	Assessment in the Language Classroom	6 cr pts
EDUC54300	Languages, Cultural Differences and Learning	6 cr pts
EDUC54400	Increasing Student Achievement in the Language Classroom	6 cr pts
EDUC54500	Studies in English Linguistics	6 cr pts
EDUC54700	Professional Experience: TESOL	6 cr pts
EDUC54800	Action Research Application: TESOL	6 cr pts

Option B

Option B follows the structure of Option A and requires students to take one unit from EDUC50200, EDUC50300, EDUC50600 or LAMC50600; one research unit from EDUC50000 or EDUC50100; four units from either Group 1, 2, 3 or 4; and either two electives from Group 1, 2, 3 or 4; or an elective and a project of six credit points.

Option C

Option C follows the structure of Option A and requires students to take one unit from EDUC50200, EDUC50300, EDUC50600 or LAMC50600; one research unit from EDUC50000 or EDUC50100; three units from either Group 1, 2, 3 or 4; and a minor thesis of eighteen credit point.

Articulation from in-service programs to Master of Education units

Participants in approved teacher in-service seminars offered by the School of Education may, by completing a specified assignment or project, build additional academic credit towards a Master of Education unit. Academic credit is available only if the in-service seminar is supplemented by satisfactory completion of the associated assigned work.

Seminar participation plus satisfactory completion of the associated assigned work will together earn one credit point. The assigned work will be equivalent in scope and difficulty to comparable assignment/project work in a regular 500-level unit.

The credit specified above may be augmented to 6 credit points at Masters level by completion of further assigned work. To earn 6 credit points, the work completed must be equivalent

in scope and level to the academic content of a 6 credit point Master of Education unit.

Note

School leaders and principals wishing to undertake educational administration as a specialty area are reminded that the following two courses are available under the Faculty of Business section of this Handbook.

- a Master of Leadership and Management
(*Course code: 2045*)
- b Master of Leadership and Management (Hons)
(*Course code: 2046*)

Master of Education (Honours)

Course code: 2051

Course Convenor: TBA

The Master of Education (Honours) is a coursework degree that prepares graduates for further work involving educational research. Studies are available in four areas:

- Educational Administration
- Christian Education
- Curriculum Studies
- TESOL (Teaching English as a Second or Other Language)

Duration

The duration is 1.5 years full-time or equivalent part-time.

Part-time students typically progress at the rate of three or four units per year. Flexibility allows students to either 'fast-track' their course by taking an overload, or take fewer units in some years if necessary.

Credit points

MEd(Hons) twelve units (72 credit points)

Mode of delivery

Most units are delivered in mixed mode, comprising distance learning components and a residential session at Avondale, or other designated centre, in the June–July period. The residential session provides opportunity for students to be involved in significant student-lecturer and student-student interaction.

Students receive unit outlines, textbooks, readings, and a distance education study guide. Lecturers and the Course Convenor are available to communicate with students by phone or email. Then, students attend a residential school designed to provide an integrating perspective to the unit. Personal contact with the lecturer/s and peers and library research is possible during this time. Finally students complete assignments designed to foster field-based reflection and application of the concepts encountered. Contact between students and lecturers is maintained via phone and email.

Abbreviation of course title

MEd(Hons)

Accreditation

The course is accredited by the NSW Department of Education and Training.

Entry requirements

A four-year Bachelors degree in education or a Bachelors degree followed by a Diploma of Education, Bachelor of Teaching or equivalent. In exceptional circumstances admission may be granted on the basis of equivalent qualifications and/or experience as assessed by the Faculty of Education and Science Learning and Teaching Committee. Verification of credentials is required at the time of application. An average mark of 70% or greater in the first three units of the Master of Education course is required for admission to the MEd(Hons).

Applicants whose Bachelors degree was not undertaken in English must demonstrate English language proficiency by achieving an IELTS score of at least 6.5, with no individual band score less than 6.0. An official statement of IELTS results must accompany the application form.

Preference will be given to applicants with employment experience in education and applicants should include a written summary of their work experience with the application form. Applicants may receive advanced standing up to 50% of the MEd course provided the units which form the basis of the application were undertaken at an equivalent level and were of an equivalent weighting to the Avondale MEd units and/or course.

Course structure

The MEd (Honours) includes a major thesis option that offers students the opportunity of research experience. All units are worth 6 credit points, each of which requires a notional time commitment of 170 hours. The thesis is worth 42 credit points.

NOTE: An average mark of 70% or greater in the first three units of the Master of Education course is required for admission to the MEd(Hons)

Students are required to take one unit from EDUC50200, EDUC50300, EDUC50600 or LAMC50600; two research units, namely EDUC50000 or EDUC50100; two units from either Group 1, 2, 3 or 4; and complete a major thesis of 42 credit points.